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ABSTRACT

This book contains 90 one-page project abstracts for adult basic education (ABE) in Pennsylvania. Each abstract contains the following information: project director's name, address and telephone number; products produced by the project; descriptors; and purpose, procedures, and summary of findings of the project. Projects are indexed by topics (descriptors), by director, and by agency. Some of the topics covered by the projects are as follows: administration, bibliographies, assessment, career guidance, cooperative learning, correctional education, curriculum, daily living skills, dissemination, English and a Second Language, family literacy, high school equivalency tests, language arts, mathematics, older adults, recruitment and retention of students, research, science, special needs, staff development, technology, thinking skills, tutoring, and workplace literacy. (KC)

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ED 382 774

Commonwealth of Pennsylvania
Adult Education
Section 353 Special Demonstration Projects

Project Abstracts for the Fiscal Year 1993-1994

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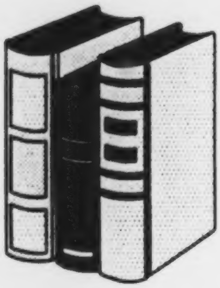

Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street
Harrisburg, PA 17126-0333

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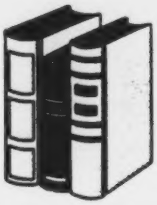
Section 353 Special Demonstration Projects

Project Abstracts for the Fiscal Year 1993-1994



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Department of Education
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For additional copies of this publication, please contact the State Literacy Resource Centers in either Harrisburg at 1-800-992-2283 (TTY: same) or in Gibsonia at 1-800-446-5607 (TTY: 412-443-0671).

FOREWORD

Each year, the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education awards grants to public and private educational agencies and organizations for the development of special projects. The grants, known as Special Projects, are funded through Section 353 of the Federal Adult Education Act of 1988 (P.L. 100-297). This section mandates that the Department of Education use not less than 15 percent of its annual federal allotment under the Act for special experimental demonstration, staff training and small grant projects. For fiscal year 1993-94, a total of $1,973,201 was allocated to 90 Section 353 projects.

These grants were used in Pennsylvania to strengthen the Adult Basic and Literacy Education Program through experimentation with new methods, programs and techniques. In addition, funds were used to provide staff development for personnel working in adult basic education programs. This year's projects addressed varied priorities directly related to Adult Basic Education (grade levels 0-8) instruction, General Educational Development (grade levels 9-12) preparation and English as a Second Language as defined in the Adult Education Act. They also focused to a large extent on Family Literacy and Workforce Education.

To encourage the adoption/adaptation of successful practices, the Project Abstracts for the Fiscal Year 1993-94 booklet is disseminated to all local programs in Pennsylvania, to all other state literacy resource centers, and to various national agencies with an interest in adult basic and literacy education. Thus, the impact of the funding extends well beyond the initial grant.

AdvancE staff would like to particularly acknowledge the assistance of Jeff Woodyard of Tri-County OIC for training in desktop publishing.

All projects described in this booklet are housed at the State Literacy Resource Centers and are available on loan by contacting either center at the following addresses:

AdvancE State Literacy Resource Center
PDE Resource Center
333 Market Street - 11th Floor
Harrisburg, PA 17126-0333
Telephone: (717) 783-9192
PA only: (800) 992-2283

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Hwy, Route 8
Gibsonia, PA 15044
Telephone: (412) 443-7821
PA only: (800) 446-5607

11/94

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PA 98-4046 $ 8,035 AE 3025- 966

"COMMUNICLEARSORY" TRAINING: A TOOL FOR WORKPLACE LITERACY

Lyn Leto
Schuylkill Intermediate Unit 29
P.O. Box 130, Maple Avenue
Mar Lin PA 17951-0130
(717) 544-9131

PRODUCTS:

Final Report
Booklet

DESCRIPTORS:

Workplace Literacy Language Arts

Purpose: "Communiclearsory" Training was a ten-week course to develop the written/oral communication skills of supervisors/foremen in the manufacturing trades. The supervisors in this course were blue-collar workers who were promoted because of excellent work skills, but who needed training in communicating work-specific information to their co-workers in a clear manner. The course provided instruction and practice in the oral and written skills of the targeted supervisors in order to facilitate the effective and efficient transfer of work-specific information through speaking and writing.

Procedures: Targeted supervisors were evaluated on their speaking and writing skills using the TABE writing subtest; memo writing exercise; workplace form completion; oral communications skills evaluation scale; and managerial assessments. Using the results of these assessments, a curriculum was developed and implemented which provided instruction and practice in the area of oral and written workplace communication pertaining to supervisors' job tasks. The same assessments were used as post course evaluations.

Summary of Findings: Comparisons of the pre and post course assessments showed significant class gains on the TABE, memo writing and workplace form completion, and subjective evaluation by management; however, overall results of the oral communications evaluation did not evidence a significant gain. Management

evaluations were positive in regard to increased writing skills and improved workplace form completion; management did not note gains in speaking skills.

Comments: It is believed that the ten-week, 3 hour per week course schedule was not enough time to adequately build oral communication skills. A major problem to course implementation was the fragmented communication systems within the management level of each industry.

PA 99-4016 $ 22,215 AE 3025- 1060

1994 ABLE CURRICULUM GUIDE

Dr. Sherry Royce
Royce & Royce, Inc.
1938 Crooked Oak Drive
Lancaster PA 17601
(717) 569-1663

PRODUCTS:

Final Report
Booklets: Resource Listing (ABLE, ESL)

DESCRIPTORS:

Annotated Bibliography Curriculum

Purpose: This project was funded to update evaluated publishers' materials in the areas of 0-3, Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL). A review of publishers' catalogs revealed an abundance of ABLE materials produced at every level in the four years since the last ABLE Curriculum Guide was published. The number of ESL adult learner materials had increased and confirmed a need to add two more ESL reviewers to the team, and seek additional funding to publish an ESL Guide under separate cover. A panel reviewed ABLE publishers' resources with 1989+ publication dates; identify, review, and publish an annotated listing of resources in the areas of 0-4 basic skills, ABE, ESL, GED and study skills, CAI instruction, and family and workplace literacy.

Procedures: The project coordinator contacted national sales representatives and arranged for resources to be sent directly to ABLE panel members and to the 2 State Literacy Resource Centers. Materials were assigned for home review according to each member's area of expertise. An evaluation form was developed and completed by panel members who selected materials appropriate for use in ABLE and ESL programs (Act 143 tutoring, ABE, GED, workplace, family literacy, etc.). The review process was completed by March 1994 after the addition of some resources which were published in January 1994. The curriculum editor screened the recommended resources according to panel members' ratings in the areas of objectives, validity, content, objectivity, organization and teacher support. Resources were separated into subject matter units: Life Skills, Family Literacy, Vocational Skills, Math, Reading, Pre-GED and GED, Social Studies, and Writing. The ESL guide was separated into Integrated Basic Series; Dictionaries; Listening; Speaking; Vocabulary Development; Reading; Grammar; and Writing. A standard format highlighted each resource's major purpose, components, reading or ESL skills, format and price. Four hundred resources were reviewed; 84 were featured in the ABLE resource listing; 62 were highlighted in the ESL resource guide.

Summary of Findings: Evaluation of this project was by Reader Survey distributed with each Guide. 50% of the readers returning the Survey mailed with the 1994 ABLE Curriculum Guide received both the Resource Listing for ABLE Practitioners and the Resource Listing for ESL Practitioners. 58% of the respondents would use guides to order materials; 53% would forward to staff; and 40% would retain them for reference. A five point Eckert scale was used to evaluate the Guides in the areas of Format and Content. Format earned an average of 22.4% out of 25 possible points. Content earned an average of 22.3.

PA 98-4033 $ 21,445 AE 3025- 968

A CURRICULUM FOR MULTICULTURAL POPULATIONS: TEACHING ESL FROM A THEMATIC APPROACH

Amelia O. Belardo-Cox
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia PA 19125
(215) 426-8610

PRODUCTS:

Final Report
A Curriculum for Multicultural Populations

DESCRIPTORS:
ESL Curriculum

Purpose: To develop, produce, and disseminate a multicultural, multi-level curriculum for ESL learners based on the thematic approach would provide instruction for beginning and intermediate students in the four language processes; listening, speaking, reading and writing.

Procedures: The curriculum developer surveyed ESL students to ascertain the topics which best met their interests and language needs. Based on six themes, classroom activities were developed emphasizing the four language processes. The activities were field tested in three ESL classes to obtain feedback from the teachers and students. The curriculum developer wrote a curriculum manual and teacher's guide and presented two workshops on the use of the curriculum.

Summary of Findings: Students who participated in field testing the manual advanced significantly in listening/speaking and reading proficiency. In the beginning class, students' reading ability increased .4 points on a 6 point scale and their listening/speaking ability increased by 1.6 points on a four point scale. In the intermediate class, students' reading ability increased .6 points on a 6 point scale and their listening/speaking ability increased by 2.6 points on a 4 point scale.

Comments: This successful project met its goals and objectives.

PA 98-4001 $ 4,360 AE 3025- 969

A WRITTEN RECRUITMENT PLAN FOR ABE/ LITERACY PROGRAMS

Karen Mundie
Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh PA 15206
(412) 661-7323

PRODUCTS:

Final Report

DESCRIPTORS:

Recruitment/Retention

Purpose: This project proposed to disseminate a written recruitment plan to PDE funded ABE and literacy programs. This plan included objectives, action steps, and a maintenance schedule for each activity. The project was developed to provide a model for programs to adapt for Objective 6 of the PDE's Indicators of Program quality.

Procedures: GPLC distributed 200 copies of the plan to PDE funded programs, along with an introductory letter and a questionnaire. We asked that each program review the plan and, if possible, use it for a few months, then provide feedback on its effectiveness.

Summary of Findings: Using a scale of 1 (poor) to 5 (excellent) the recruitment plan received an average score of 4.42 from the responses.

Comments: Based on the favorable response the plan received, GPLC elected to retain the format of the plan as it was distributed.

PA 99-4027 $ 4,901 AE 3025- 970

ABE COMPUTER-ASSISTED INSTRUCTION PROJECT

Thomas Wojcicki
Somerset County AVTS
R.D. 5 Vo-Tech Road
Somerset PA 15501
(814) 443-3651

PRODUCTS:

Final Report

DESCRIPTORS:

Technology GED

Purpose: The purpose of this project was to introduce computer assisted instruction to the ABE programs offered through the Somerset County AVTS. This was accomplished by providing regional staff development in basic computer concepts and application of GED computer-assisted software. Instructors and tutors were provided with 20 hours of instruction and then utilized these skills in their curriculum.

Procedures: Instruction took place using laptop computers and Steck-Vaughn's Pre-GED 2000 software. Twenty hours of training was provided in basic computer concepts and specific application of the software. The laptop computers were then utilized at three program sites. The software was implemented as a supplement to the curriculum presentation.

Summary of Findings: A total of five instructors and one tutor received 20 hours of training that included introduction to computers, DOS concepts, and application of Steck-Vaughn GED 2000 software. The training provided staff with basic computer knowledge and information on how to operate the software. This training was an important start in introducing computer technology into the ABE curriculum at the local level. Forty-two ABE students were exposed to the computer assisted instruction and worked an average of 10 hours each. The general reaction was well received

and most students enjoyed the use of the computers. Of the 42 students, 8 were ESL students and increased one English level, 26 students were at the 0-4 grade level and raised their TABE scores 1 point, and 16 students were at the 4-8 grade level and raised their TABE scores one reading level.

Comments: The program was a success in that it introduced computer technology to our ABE programs, where previously there was none. The use of computer technology in the curriculum was well received by staff and students. It is important to realize that this was a start, and that continuing education is necessary to keep staff abreast of changing technology and to assist students in their exposure to new technology and new ways of learning.

PA 99-4019 $ 6,375 AE 3025- 971

ADDING FAMILY NUMERACY TO ABLE PROGRAMS

Dr. Barbara Mooney
Washington-Greene Community Action Corporation
22 West High Street
Waynesburg PA 15370
(412) 852-2893

PRODUCTS:

Final Report

DESCRIPTORS:

Family Literacy Mathematics

Purpose: The project proposed to develop materials of basic numeracy concepts and skills that were presented to adult students in ABLE classrooms and tutoring sessions. Specific activities were provided to these students to foster the development of the concepts and skills with their young children.

Procedures: Project staff developed ten Family Numeracy Activities that were used by 28 ABLE students and staff in Washington and Greene Counties. These activities were compiled into packets which included a directions page and all the materials needed to teach the numeracy concept. The packaged activities were presented to ten tutors in Greene county. The packets were used with adult students enrolled in ABLE classes, HeadStart and EvenStart who completed an evaluation on the activity they used. Staff and tutors reported their use by completing a questionnaire and log.

Summary of Findings: The Family Numeracy Activities were a good resource for volunteers and staff who worked with students that have young children. The activity packets will enhance student's ability and confidence to teach math and learn math.

Comments: The Family Numeracy Activities gave parents the confidence to teach math to their children. Some were amazed that they were able to teach math concepts with products in their own home.

PA 98-4027 $ 6,199 AE 3025- 972

ADULT BASIC AND LITERACY EDUCATION AS STORYTELLING: A READING/WRITING PROJECT

Henry Wardrop
Lincoln Intermediate Unit 12
P.O. Box 70
New Oxford PA 17350
(717) 624-4616

PRODUCTS:

Final Report
ABE Storytelling Manual

DESCRIPTORS:

Language Arts

Purpose: The project was a practical application or interpretation of Francis Kazemek's metaphor of Adult Basic and Literacy Education (ABLE) as Storytelling.

Procedures: The project team designed, conducted, evaluated, and published the results of a curriculum development project which focused on ABE student reading and writing which emphasized students' experiences and visions (stories) for themselves and their families.

Summary of Findings: The team collected student performance data, conducted entry and exit interviews, and reviewed students' written and oral responses to methods and materials. All indications support the continued use of or establishment of storytelling activities in ABE programs, especially in open-entry, open-exit programs.

Comments: The key physical component of this project was a collection of books related to all five GED subject areas and to adult personal and workplace concerns. The project team used low-cost acquisition strategies to develop an on-site, easy-loan library for both student and staff use. The team acquired books of poems, plays, fiction, and works of nonfiction which helped students and staff to take a more in-depth approach to student preparation for and beyond the GED tests. The project team encouraged students to read these books and share their understandings and opinions with instructors and other adult students. The team also developed a manual for ABE staff use which is not similar to existing pre-GED and GED texts. Instead, the manual presents many illustrations of how ABE students and their instructors can tell, listen to, read, write and share stories of all kinds, fiction and nonfiction.

PA 98-4005 $ 18,004 AE 3025- 973

ASSISTING THE LIMITED ENGLISH PROFICIENT NON-READER

Dr. Manuel Gonzalez
Northampton Community College Adult Literacy Program
3835 Green Pond Road
Bethlehem PA 18017
(610) 861-5427

PRODUCTS:

Final Report
Curriculum Modules

DESCRIPTORS:

ESL Assessment

Purpose: The purpose of this project was to select non- and beginning non-native readers for a thorough evaluation using a variety of diagnostic tools. Furthermore, a teacher's manual was developed which outlined possible diagnostic tools, and corresponding curricular suggestions.

Procedures: A group of 10 non-native English speaking adults who were non-readers participated in the project. Tests, such as Laubach Way to Reading and Literacy Assessment Survey (LAS) were used to determine their existing strengths and weaknesses. The second major trend in teaching ESL is the integration of content area instruction with the instruction of the second language (Hudelson, S.Italiano, G.,& Rounds, P.,1993). In this curriculum reading, science, social studies, math and especially the arts were integrated for the adult learners. Moreover, three components were present in integrated instruction: language, content, and cognition (Hudelson, S. Italiano, G., & Rounds, P.,1993).

Summary of Finding: Seventy-five percent of the LEP adult students enrolled in the model instructional program increased their reading ability by 2-2.5 reading levels, as determined by periodical evaluation.

Comments: See detailed report.

PA 98-4051 $ 14,611 AE 3025- 974

ATKINSON CENTER ADULT LITERACY PROGRAM
CHESTER COUNTY OIC

Kathy Kline
Chester County OIC
125 South Penn Street
West Chester PA 19382
(215) 692-2344

PRODUCTS:

Final Report

DESCRIPTORS:

Homeless Education

Purpose: The project proposed to provide an Adult Literacy Program of instruction at 0-4, 5-8 and pre-GED levels to individuals living at the Atkinson Center. The initial objectives were to educate 16 individuals in an evening class and provide training as Dry Cleaners Pressers. Of those enrolled, 50% were to enroll in GED classes and 70% of those enrolled were to pass the test. The intake procedure used to evaluate the social and educational needs of the participants revealed a change in objective was required for the program to serve the clients adequately. The clients were provided educational services along with employment readiness and job and home search skills.

Procedures: The purpose stated above was achieved through individual intake procedures and educational assessment. The curriculum was revised to meet individual needs of those enrolled along with identified group needs. The methods used were small group instruction, guest presentation in an interactive format and site visits to the local job center. Also, on-site practice interviews and adult level texts were utilized for learning enhancement.

Summary of Findings: It was determined that only 34% of the participants were high school dropouts. Over 50% had some college background. The overall reading and math levels were at an 8.5 grade level, but close to 50% were at 10-12 grade level and 12+

level. It was determined that most individuals required basic employment skills with educational refresher instead of an organized GED or pre-GED program. The format of the program was reworked the first month.

Comments: It is recommended that programs wishing to replicate this curriculum, evaluate the audience first. The findings and results were far different from those expected as the level of need and the educational levels of the participants were far different from those expected. The authors of the proposal expected that participants would all be high school dropouts in need of entry level employment training and basic pre-GED classes. This misinformation caused a slow start.

PA 98-4024 $ 11,604 AE 3025- 975

BEYOND THE GED WITH PHYSICAL SCIENCE

Rachel Martin
Mercer County Area Vo-Tech School
776 Greenville Road
P.O. Box 152
Mercer PA 16137
(412) 662-3000

PRODUCTS:

Curriculum with final report

DESCRIPTORS:

Science

Purpose: This project approached the problem of educational deficiencies in the study of physical science for students working at the GED level by developing and implementing a hands-on science curriculum.

Procedure: A needs assessment was conducted and an outline of curriculum objectives was established. Available instructional material was reviewed and additional material was developed. A hands-on science curriculum was designed and field tested with 8 students. A few modifications were necessary and a second field test with 6 students was conducted.

Summary of Findings: This project proved to be helpful in expanding the science knowledge of the students, as well as increasing their level of confidence in the area of chemistry. Students showed an increase in scores on a pre/post test.

Comments: This curriculum can be incorporated into any science program with very few modifications. Most activities require only general grocery store or kitchen items making this curriculum suitable for a variety of locations and agencies.

PA 98-4026 $ 18,040 AE 3025- 976

BILINGUAL MEDICAL PHRASE BOOK

Dr. Vuong G. Thuy
Indochinese-American Council
4936 Old York Road
Philadelphia PA 19141
(215) 457-0272

PRODUCTS:

Final Report
Bilingual Phrase Books

DESCRIPTORS:

ESL Workplace Literacy

Purpose: To prepare 3 Bilingual Medical Phrase Books (English/Vietnamese, English/Cambodian and English/Laotian) to facilitate communication between limited English proficient Vietnamese/Cambodian/Laotian speakers and the medical and healthcare staff.

Procedures: 1) research, collect and select materials; 2) develop drafts; 3) translate drafts; 4) field-test books; and, 5) produce final copies.

Summary of Findings: Limited existing publications or materials dealing with medical and health care specifically written for limited English proficient adults.

Comments: The following difficulties were encountered during the preparation of the phrase books: 1) the selection of medical and health care terms to make the book practical, manageable and workable; 2) the arduous task of translating medical and health care terms which are not common or simply do not exist in the target languages (Vietnamese, Cambodian and Laotian). As a result the translations took much longer than expected; 3) the presentation of materials in a way that brings about quick and easy references for the user.

PA 98-4044 $ 14,352 AE 3025- 977

CENTRAL SERVICES PREP-A CURRICULUM FOR STERILIZATION TECHNICIANS IN THE WORKPLACE

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Tri-County Opportunities Industrialization Center
2107 N. Sixth Street
Harrisburg PA 17110
(717) 238-7318

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Workplace Literacy Curriculum

Purpose: This project developed, tested, and published a workplace literacy curriculum for entry level hospital workers who sterilize medical equipment for doctors and nurses.

Procedures: For this project,the procedures were as follows: a) assess the needs of the hospital management and the hospital Central Services Prep workers; b) review and evaluate available instructional materials and develop additional materials as needed; c) design and write a course curriculum, d) test the curriculum on hospital workers and modify the curriculum as needed; and, e) disseminate project findings.

Summary of Findings: The objectives for this project were readily attainable. However, during the course of this project the method originally established to test the effectiveness of the curriculum developed under this project had to be modified. As a result, statistical data (pre/post assessment) were incomplete. Nonetheless, available data supports that implementation of workplace specific curricula led to increased attainment of basic literacy and life skills by workers. Specifically, workers who participated in this workplace project increased their writing and life science skills.

Comments: The project participants concluded that job-specific

workplace literacy can use the vocabulary, workplace situations, and available workplace literature to increase the basic skills of workers. Key to success with this workplace project was the total involvement of workers, supervisors, management, and the project implementor.

The class was designed to provide a comparison group for testing the designed curricula. However, the participating hospital was unable to provide release time for hospital workers to attend a scheduled class. Therefore, students in a regular ABE class were used to test the curricula. The students used were Central Services Prep employees, but did not have the intensity of instructional delivery that was originally planned.

PA 98-4032 $ 21,050 AE 3025- 978

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 1990'S

Donna Cooper
Mayor's Commission on Literacy
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Philadelphia PA 19102
(215) 875-6602

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Cooperative Learning

Purpose: The Mayor's Commission on Literacy (MCOL) proposed to develop and conduct collaborative training. This training promotes 1) a new and more egalitarian relationship between teacher/facilitator and learners; and 2) democratic planning, decision-making, and responsibility among all participants. The greatest benefit is the new level of sophistication and the equal partnership that learners achieve in the collaborative learning process.

Procedures: The MCOL developed collaborative learning materials. A 12-hour collaborative learning training was designed. The MCOL conducted four collaborative trainings. This training was redesigned based on an evaluation from the first two trainings. A mentor worked with six individuals who participated in the trainings.

Summary of Findings: Through this staff development project the MCOL accomplished the proposed goals: 1) collaborative learning materials were developed (i.e. a 65 page manual); 2) a 12-hour collaborative learning tutor training was designed; 3) four collaborative learning trainings occurred; 4) the design of the first two collaborative trainings was evaluated and the training was redesigned for the final two trainings; and, 5) one mentor worked with six individuals who completed the training. The average attendance rate for each of the trainings was nine participants.

Comments: All of the goals were achieved. The final goal (trainers serving as mentors for six individuals who participated in the trainings) was accomplished using only three trainers as the mentor for the six participants. All six mentees handed in a final report; the mentor submitted a report on each mentee; and the mentor produced a final report reflecting on the process as the mentor.

PA 98-4016 $ 5,000 AE 3025- 1061

COMMUNITY LIFE SKILLS PROGRAM

Graham B. Gill
Programs for Exceptional People
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Philadelphia PA 19146
(215) 389-7413

PRODUCTS:
Final Report

DESCRIPTORS:

Special Needs	Daily Living Skills

Purpose: The target population for this project was the Adult Developmentally Disabled population in Philadelphia. By relating academic skills, budgeting, learned in the classroom setting, (money recognition, reading skills, budgeting, banking, time concepts), to real life activities, we expected an increase in independence, self esteem, and employability.

Procedures: Each session began with a short review of a particular academic skill, followed by a community practicum. Students in groups of five, led by an instructor, visited such places as the library, post office, stores, restaurants and other establishments in the community, to put into practice the basic skills they were taught in the classroom.

Summary of Findings: The basic reading, writing and math skills significantly increased in 85% of the students through the community practicums. The number of persons competitively employed or promoted increased by 5%. Each student learned to complete at least one new academic skill independently in the community.

Comments: Overall, the project was a success. We were able to complete, and in some cases, exceed our original objectives. The success of this project confirms the theory that the community practicum is an effective method of teaching ABE skills to the Developmentally Disabled population. Educators considering working with this population, or those interested in differences in skill retention levels with classroom setting vs community setting, will find this information most useful.

PA 98-4049 $ 5,000 AE 3025- 981

COMPREHENSIVE SERVICES FOR SCHOOL AGE PARENTS: HISTORY AND ME: A Social Studies Workshop

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(215) 684-5093

PRODUCTS:

Final Report

DESCRIPTORS:

Social Studies	Ethnic Groups

Purpose: Increase Social Studies test scores; Increase interest in national and international issues; Improve attendance; Increase interactions with Temple University.

Procedures: A class of ABE/GED young mothers aged 17 to 21 of predominantly African-American background participated in a weekly workshop concentrating on African-American women's history. The workshop was conducted by a doctoral student in Temple University's African American Studies department in cooperation with the GED teacher. Readings mainly by and about African-American women, films, and discussions were used to engage student interest in their own community and the larger community.

Summary of Findings: Practice test results showed a 7.6 point gain over the 1992/93 scores (a 15.8 percent gain) and a 5.3 point gain (a 10.5 percent gain) over the 1991/92 scores. There was a 29% increase in attendance over the 1992/93 year and a 39% gain over the 1991/92 year. A sampling of interaction with Temple University: participation in a round table discussion at a Graduate School conference; hands-on instruction in accessing information using Temple's library computers; and a workshop at Temple's Small Business Development Center. Student interest in local, national and international events increased as evidenced by the number of students bringing newspapers to class and initiating topics of interest for discussion.

Comments: The students were exposed to historical information of a sort not always available in a traditional classroom. By concentrating on their own history, students made connections between social science and their own lives.
See also "Reading Together" AE 3025-898, 1992-93 PA

PA 98-4018 $ 5,000 AE 3025- 982

CONNECT (INMATE ADVOCACY)

James M. Stark
Fayette County Community Action Agency, Inc.
137 North Beeson Avenue
Uniontown PA 15401
(412) 437-6050

PRODUCTS:

Final Report

DESCRIPTORS:

Correctional Education Counseling

Purpose: Project CONNECT (Inmate Advocacy) was developed to provide counseling to inmates involved in the education programs at the Fayette County Prison prior to and immediately following release. The target audience for this project was inmates, community and community based organizations. Project objectives targeted 20 inmates: 1) Provided assessment and assistance in educational and pre-employment instruction after being released from prison, 2) Provided personal counseling prior to and following release; 3) Facilitated a support group that met bi-monthly in order to deal with individual and group survival concerns, 4) Developed a model for provision of support systems needed to prevent future incarceration, 5) As a result of the intensive and effective instruction, counseling and group support provided by project CONNECT, the 20 inmates who participated would return to jail as determined by a 6-month follow-up.

Procedures: Student inmates received individual remediation of basic skills in a classroom setting and their progress was monitored by testing. The prison instructor also focused on job search activities and formed a support group which met twice a month to help the students deal with individual and group concerns. Counselors were made available to assess skills, job readiness, linkages to community services.

Summary of Findings: The inmates in the program were very eager to participate in the classes and counseling sessions. They benefited tremendously from the extra support provided. The methods used to evaluate were pre and post TABE testing of the students. The success of the participants will be evaluated again after the six-month follow-up is completed.

Conclusions: An adjustment had to be made to the original project plan because the prison population participating in the CONNECT project was comprised of more "hard core criminals" who were not eligible for release and, therefore, were not able to participate in the planned support group sessions that were to be held at Fayette County Community Action Agency. This problem was solved by providing a monthly support group at targeting "Positive Inmate Behavior" which included a Life-Skills Curriculum and guest speakers. In conjunction with the case management team, the instructor developed an Individual Service Plan for each inmate upon release or transfer to another institution.

PA 98-4022 $ 3,082 AE 3025- 983

CONTINUING THE EXPLORATION OF BOOKS: A FAMILY LITERACY PROGRAM FOR CHALLENGED ADULTS

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Dr. Gertrude A. Barber Center
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Erie PA 16507
(814) 453-7661

PRODUCTS:

Final Report

DESCRIPTORS:

Family Literacy Special Needs

Purpose: The purpose of the Family Literacy Program was to encourage illiterate parents to upgrade their basic reading skills, and at the same time, to bring books into the lives of their children. It was our intent to make parents aware of the children's literature available today and to introduce it to them in such a variety of ways that they could not help but to become excited about it.

Procedures: Each week the program instructor introduced a different theme to the class via children's books, The parents selected a book which they felt their children would enjoy. They practiced reading this book during class. The instructor then introduced an accompanying art activity. Additionally, parent students had the opportunity to work on a computer, to read a story while being videotaped, and to discuss numerous issues with other parents in similar circumstances.

Summary of Findings: All of the individuals who completed the program increased their number of recognized words by as few as 12 to as many as 49. Additionally, these participants were introduced to numerous quality children's books as well as some basic computer instruction. They all progressed in one area or another.

Comments: It was disappointing to the Family Literacy staff that

more parents did not attend the class on a regular basis. Many of the planned activities did not work out as well because there were few people in attendance. There were some barriers this year that we just could not overcome. The largest was the winter weather including record breaking cold temperatures and snow; reluctance by students to walk to and from the bus stop; and lack of childcare. Additionally, conflicting work schedules made attendance impossible for some.

PA 98-4034 $ 20,734 AE 3025- 984

COUNSELING AND LIFE COPING WORKSHOP FOR UNEMPLOYED WORKERS

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Temple University - CRHDE
1616 Walnut Street
Philadelphia PA 19103
(215) 204-5619

PRODUCTS:

Final Report

DESCRIPTORS:

Counseling
Job Skills
Job Search Methods

Purpose: The project proposed to provide individual counseling and life-coping skills workshops for recently unemployed workers who lack basic educational skills. The project recruited people who were collecting unemployment compensation and assisted them to find jobs and encouraged them to attend ABE and GED classes in their community.

Procedures: Workshop participants were recruited at unemployment offices in Philadelphia. They attended group sessions where they received information on benefits that were available to them while they were unemployed, developed a resume and discussed job search strategies. They were also given a Test of Basic Adult Education to measure their basic educational skills. In addition, they attended two individual counseling sessions where they discussed how they can cope with problems they were encountering due to their unemployment.

Summary of Findings: Participant evaluations of the program indicated that they felt that the most valuable sessions were those on benefits, preparing for an interview, training programs and individual counseling sessions. Sixteen of the thirty-four participants who were interviewed on the telephone indicated that they had found jobs using approaches they had learned in the workshops. Three said that they were currently enrolled in education or training programs and two indicated that they will be entering programs in the fall.

Comments: The workshops provided much needed information and personal assistance but we found that it was difficult to provide specific information on training programs that are available in Philadelphia. We were able to provide particpants with a resume, a strategy to look for a job and information on education programs that would help them improve their basic skills or attain a GED.

PA 98-4015 $ 15,225 AE 3025- 985

CURRICULUM FOR LEARNERS WITH DEVELOPMENTAL DISABILITIES

Shelby McClintock
Mid-State Literacy Council
204 Calder Way, Suite 306
State College PA 16801
(814) 238-1809

PRODUCTS:

Final Report

DESCRIPTORS:

- Tutoring
- Special Needs
- Daily Living Skills

Purpose: The purpose of the project was to develop a supplemental tutor training and a life skills curriculum specifically for adult learners with developmental disabilities. A Tutor Trainer guide and Idea Book were developed for easy duplication.

Procedures: Adult learners were assessed with the BADER Individual Reading Inventory and a writing sample collection. Observations were done by the area Field Supervisors. A survey of adult education materials available for learners with developmental disabilities was conducted. This research, observations, and tutor/learner interviews led to the collaborative development of the supplemental training. Tutors and staff brainstormed learning strategies and activities appropriate for this audience. The results are compiled in the Idea Book.

Summary of Findings: There were two significant findings. First, there is a serious difficiency of materials available for tutors working with adults who have developmental disabilities. Secondly, there is a need to develop stronger referral systems with caseworkers in agencies who specifically work with these adults.

Comments: During the supplemental training development process, we discovered a logistical problem with the design of the original proposal. We had originally intended to provide the supplemental training to experienced volunteers who were unmatched at the time of the training. However, we found that the more effective process for our program would be matching the tutors with these adult learners first and offering the supplemental training afterwards so tutors could immediately apply new ideas to their lesson activities.

PA 98-4012 $ 5,000 AE 3025- 986

DEVELOPING AN EDUCATIONAL TRACKING SYSTEM

Lucius E. Durant
Philadelphia School District
Broad & Green Streets, Room 111
Philadelphia PA 19130

PRODUCTS:

Final Report

DESCRIPTORS:

Correctional Education Administration

Purpose: The purpose of the project was to develop, in conjunction with the Philadelphia Prison System, a computerized system for tracking incarcerated persons who participate in adult education programs. However, there has been no system for tracking a learner's progress or for recording test scores in light of frequent prisoner transfers and release to halfway, drug treatment and other facilities. Records were inaccessible if an individual wanted to continue his/her education or training.

Procedures: When funding was assured from the Prison Commissioner, a Division of Adult Education supervisor met with Inmate Services to develop a plan for the integration of the data/record keeping system. Division staff developed two forms for presecondary/secondary and post-secondary level students and provided instructions to simplify utilization of the system. A plan to upgrade the current computer system for inmate records was incorporated into this project. Communication about project progress was maintained among prison system officials and adult education supervisory staff and teachers.

Summary of Findings: The format needed for the implementation of the proposed record keeping system has been developed. Should the prison system complete its own computer changes, the Division of Adult Education might then be able to resume working with officials to install the program for recording student-inmate data. Liaisons must also be developed with the Prisons' Commissioner. The materials and ideas that are the outgrowth of this project are still viable. The system could be implemented in Philadelphia County, and a brochure developed for statewide dissemination and project replication.

Comments: A number of problems were encountered as the project proceeded. The upgraded computer system that the Prison System anticipated installing has taken a great deal longer to implement than planned. Although regular contact has been maintained with the Director of Inmate Services, who has oversight responsibility for this activity, the installation of the prison's new system was not completed within the timelines of this project. In addition, changes in administration of the prison system further served to hinder completion of project goals.

PA 98-4003 $ 21,000 AE 3025- 987

DEVELOPMENT OF A CURRICULUM TO ENHANCE ADULT LEARNERS' HIGHER ORDER SKILLS

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University Park PA 16801
(814) 863-3777

PRODUCTS:
- Final Report
- Curriculum

DESCRIPTORS:

Curriculum
Thinking Skills

Purpose: The purpose of the project was to adapt research findings and develop a curriculum of information, strategies, and activities for adult basic education teachers, tutors, and counselors who wish to help adult learners enhance their higher order thinking skills.

Procedures: The project director researched the literature and developed the curriculum, field tested the curriculum at three pilot sites, conducted a summative evaluation of the curriculum, and analyzed and disseminated the project findings.

Summary of Findings: All project objectives were met. The first two objectives involved synthesizing the literature concerning higher order thinking skills and then incorporating research on teaching techniques with practitioner's needs into the design of the materials. Field testing of the materials yielded constructive suggestions for revising the curriculum. Summative evaluation indicated that the curriculum is very useful for the target audience but that a more "user friendly" format would improve its usability.

Comments: All project personnel (project and pilot site staff) believe this subject is an important one for the field of adult education and that this project represented an important start in addressing the need for more information and materials.

PA 98-4009 $ 6,635 AE 3025- 988

DISCOVER PENNSYLVANIA

M. Margaret Welliver
State College Area School District Community Action
131 W. Nittany Avenue
State College PA 16801
(814) 231-1061

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Social Studies	ESL
Curriculum	

Purpose: To develop and implement a curriculum for ESL and adult basic and literacy education students which would increase language skills to foster self-confidence and independence using state and local resources.

Procedures: The course was piloted with ESL students. Students learned to ask questions to gain information, to give directions, to read maps and bus schedules, and to plan trips using local resources and the PA Visitor's Guide.

Summary of Findings: A majority of the students reported increased confidence in speaking and increased knowledge of their state and community after taking the course.

Comments: The program provides practical, helpful information to ESL students easing the transition from foreign culture to American life. Lessons are also adaptable to ABE students.

PA 98-4031 $ 24,500 AE 3025- 989

EDUCATION FOR DEMOCRACY: DEVELOPING A CIVIC LITERACY CURRICULUM

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Mayor's Commission on Literacy
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Philadelphia PA 19102
(215) 875-6602

PRODUCTS:

Final Report

DESCRIPTORS:

Social Studies

Purpose: The MCOL developed and pilot tested a literacy curriculum, which introduced the elements of democracy. In creating the curriculum contemporary speeches, news articles and video clips were used to enliven our nation's founding documents and demonstrate their relevancy to the lives of adult learners.

This curriculum encouraged learners to utilize a range of skills-from sight word recognition, to whole language techniques, to improving writing skills, to critical thinking and problem solving techniques. Most importantly, the practice of these skills took place in a "real life" context, through readings, discussions, and critical thinking exercises that are relevant to learners' lives. This curriculum can serve a range of learners, particularly those most disenfranchised–the homeless, parolees and probationers, and recovering substance abusers. These materials may also be of particular value to English as a Second Language learners who are preparing for citizenship.

Procedures: MCOL formed a curriculum design team of literacy practitioners and civic activists. After reviewing existing print and video materials, the team prepared a draft curriculum and pilot tested it in six adult literacy classes. A final curriculum was prepared based on the feedback from teachers and students.

Summary of Findings: The curriculum effectively built literacy skills of adult learners while also helping these learners to understand the fundamental concepts of civic action. The curriculum had a direct result on voter participation. Ninety percent of participating learners, who were non-voters, cast their first ballots in elections held during the pilot test.

Comments: The curriculum was not effective in retaining learners who did not enter the class for the purpose of learning about civic issues. The curriculum should be pilot tested in a non-residental/non-mandatory classroom setting to ascertain its viability in that environment and its effectiveness in helping learners prepare for the GED exam.

PA 99-4001 $ 48,290 AE 3025- 990

ENGLISH AS A SECOND LANGUAGE SUMMER INSTITUTE

Dr. Manuel Gonzalez
Northampton Community College Adult Literacy Program
3835 Green Pond Road
Bethlehem PA 18017
(610) 861-5427

PRODUCTS:

Final Report
Curriculum Modules

DESCRIPTORS:

ESL	Staff Development

Purpose: The purpose of this project was to arrange for a three day English As A Second Language Summer Institute for 100 Adult Literacy Providers from Pennsylvania. Seminars were offered in the following areas of ESL instruction: AIDS and HIV and the ESL Student, Sheltered English, Self-Esteem, Multiculturalism, Multi-level Classroom Strategies, Hands-on Teaching Techniques, Curriculum Development, Bilingual Families, Workforce Education and the ESL Student, and ESL tutoring. A $50.00 per day stipend was provided for each eligible participant. Dormitory space and meals were also provided for Institute participants.

Procedures: An Institute schedule was established. A brochure was produced and mailed. The specific program was designed. Presenters were hired. The meal, lodging and registration arrangements were handled. An evaluation form was created. The Institute took place on July 12-14, 1993. The final report was written. Budget matters were handled on an as-needed basis.

Summary of Findings: The average attendance at the conference was 61 participants; however, only 54 evaluations were submitted. There were 46 responses stating that new instructional methods concepts were acquired from the topics presented at the workshops. This amount is equal to 85% of the evaluations received which was the objective of this grant.

PA 98-4045 $ 13,580 AE 3025- 991

FAMILY LITERACY FOR PARENTS WITH LIMITED ENGLISH

Dr. Jin H. Yu
Korean Community Development Services Center
6055 N. 5th Street
Philadelphia PA 19120
215-276-8830

PRODUCTS:
Final Report

DESCRIPTORS:

Family Literacy	Ethnic Groups

Purpose: Many Asian parents with pre-school and elementary school children are unable to read English to their children. The purpose of the proposed project was to break the barriers of language and culture by providing the parents with English tutoring and reading instruction.

Procedures: 20 Korean families were chosen based on reading levels and interest in the program. Parents read with children and were instructed on employing reading strategies that could be used at home. Instructors helped parents arrange reading schedules and educated them on various public services such as libraries and reading programs.

Summary of Findings: Instructors measured the frequency of parents and children reading together. Attendance records indicated that parents who regularly participated in the program had children who displayed greater confidence and interest reading with teachers at school. Parents learned reading techniques and vocabulary words from children's books and songs.

Comments: The number one barrier to program participation was that Korean parents often work ten or more hours a day, six or seven days a week. Parents had little time to devote to the program and to reading at home with their children. Also, the weather conditions during the winter months made it almost impossible for parents to stay after school or even bring their children into school.

PA 98-4059 $ 6,204 AE 3025- 992

FAMILY LITERACY IN BRIDGE HOUSING

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Goodwill Industries of Pittsburgh/PLI
2600 East Carson Street, 6th floor
Pittsburgh PA 15203
(412) 481-9005

PRODUCTS:

Final Report

DESCRIPTORS:

Family Literacy Homeless Education

Purpose: The primary purpose of this project was to increase the amount of time that homeless parents residing in bridge housing facilities spend in independent literacy activities with their children. The specific activity targeted was reading aloud to the children.

Procedures: Goodwill Industries of Pittsburgh/GLI proposed to demonstrate an effective delivery system for providing family literacy services to homeless parents of young children by taking the "Read Me a Story" program directly into bridge housing sites where the families resided. This eliminated institutional and situational barriers to participation. The approach offered was the direct parent/indirect child model. The curriculum came from adapations of other work, as well as instructor developed activities to reinforce the lessons.

The target audience for this program was parents of infants, toddlers, and preschoolers who were residing in any of four bridge housing facilities located in the Greater Pittsburgh area. Due to the populations served by these agencies, all particpants were women. Childcare was provided while the parents were participating in the workshops.

The program was evaluated on a weekly basis and at the end of the six session workshop by the instructor to determine if the content was appropriate for and acceptable to the women at the bridge housing programs. The bridge housing program staff evaluated the effectiveness of the workshop by writing a one page letter to the project supervisor upon the conclusion of the workshop sessions. Participants also evaluated the workshop sessions at the last session in writing concerning their feelings about the workshop and how reading aloud has improved or changed their relationships with their children. Bridge Housing staff participated in a two session training workshop at the conclusion of the program year so that they could conduct the Read Me a Story workshop at their sites when federal funds ended.

Finding/Comments: Women in bridge housing programs typically do not spend enough quality time with their young children. The "Read me a Story" workshops provided useful knowledge, books and materials for these women to spend some quality time reading with their children. The bridge housing staff also stated that the program improved the relationships between the women and their children.

PA 99-4011 $ 5,000 AE 3025- 993

FAMILY LITERACY VIDEOTAPE EVALUATION

Maggie Gibb
Beginning with Books
Carnegie Library of Pittsburgh
7101 Hamilton Avenue
Pittsburgh PA 15208
(412) 731-1717

PRODUCTS:

Final Report
Annotated Videotape Guide

DESCRIPTORS:

Family Literacy
Technology

Purpose: The intent of this staff development project was to develop an ABE Family Literacy Videotape Guide which would serve as a resource for Family Literacy, Adult Basic Education, and English as a Second Language programs serving parent populations.

Procedures: Under the direction of BEGINNING WITH BOOKS and with the cooperation of the Pennsylvania Department of Adult Basic and Literacy Education's regional staff development coordinators, a panel of 11 reviewers was formed. The panel's first objective was to design a rating instrument by which to judge the videotapes. The program coordinator initiated the development of the form and revised it, as suggested by the panel. The rating instrument was used by the panel members in reviewing Family Literacy videotapes.

The program coordinator acquired videotapes with grant funds or from free sources, such as PDE's AdvancE, and facilitated the distribution of videotapes to panel members. The coordinator gathered the panel's revision suggestions, wrote, edited and published an annotated resource guide. The guide also includes a final summary which allows readers to understand the guide's development, and to view the collaborative process as a model for other projects of statewide staff development.

Summary of Findings: Eleven panel members, reflecting the diverse perspectives of adult education and family literacy across the state, contributed to the content of the annotated guide. Twenty-two videotapes were reviewed resulting in comments from reviewers as to the intended audience of the video and the potential purposes of each tape. The guide's summary provides information on the project's coordination as a statewide effort as well as suggestions for future editions of the guide. Videotapes that were purchased through funds in this grant are housed in AdvancE.

Comments: The guide's purpose is not to rate one videotape against another. Several videotapes are not included due to their prohibitive costs or to their unavailability in terms of this project's timeline.

PA 98-4029 $ 10,000 AE 3025- 994

FINDING THE MISSING LINK: EXPANDING THE ROLE OF LITERACY COUNCILS IN WORKPLACE EDUCATION

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Greater Pittsburgh Literacy Council
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Pittsburgh PA 15206
(412) 661-7323

PRODUCTS:

Final Report

DESCRIPTORS:

Workplace Literacy

Purpose: The purpose of this project was to create a model for literacy councils that would allow them to form working partnerships with small business and provide instruction based on the needs of both the employer and employees.

Procedures: Fifty employers received GPLC program information by mail. Twenty of those companies participated in a workplace survey. Three companies began a GPLC workplace program during the project year. The survey results, models for implementing programs, and recommendations are included in the final report.

Summary of Findings: Most companies do not provide basic skills training. Employers would provide this training if they felt there was a need for it. Cost was not a factor. Most hourly employees would like to improve their basic skills. Math and spelling were most often mentioned. All the companies interviewed would prefer an outside provider to provide basic skills training and most think that linking small business training with literacy council services is a good idea.

Comments: The three companies we worked with saw a need for basic skills instruction and considered it a priority. They contacted us based on the information we sent them.

PA 99-4031 $ 18,000 AE 3025- 995

FOCUS ON EXCELLENCE

Sherry Royce
Royce & Royce, Inc.
1938 Crooked Oak Drive
Lancaster PA 17601
(717) 569-1663

PRODUCTS:

Final Report
Six (6) Issues of FOCUS

DESCRIPTORS:

Dissemination

Purpose: FOCUS ON EXCELLENCE is a staff development project designed to provide a publication of significant current or previous Section 353 special demonstration projects. FOCUS is disseminated statewide and nationally.

Procedures: FOCUS featured projects recommended by a panel of eight literacy experts who reviewed 65 Special Projects funded by Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in FY 1992 and FY 1993. Projects were included in the areas of counseling, workplace literacy, family literacy, special populations, curriculum development, tutor training, and program improvement.

Summary of Findings: Twenty-nine outstanding projects selected by the panel were described in six FOCUS Bulletins published between November 1993 and April 1994. The final report includes the newsletters and an annotated listing of this year's outstanding projects.

Comments: This year, FOCUS published a past winners' column which featured exemplary 353 projects (previously cited by FOCUS) that addressed the theme of the current issue. In its yearly evaluation survey, FOCUS received a total of 13.2 out of a possible 15 points, or an 88% favorable rating.

PA 98-4028 $ 16,882 AE 3025- 996

FOCUS ON THE WORKPLACE: AN ALTERNATIVE HIGH SCHOOL COLLABORATIVE PROJECT TO RECLAIM RECENT SCHOOL DROPOUTS

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22 West High Street
Waynesburg PA 15370
(412) 852-2893

PRODUCTS:

Final Report

DESCRIPTORS:

Special Needs Dropouts

Purpose: This proposal was funded as a special demonstration project to develop adult education services inside a school district, providing an alternative for high school dropouts to earn a Central Greene School District high school diploma. The population served were adults who would not otherwise be able to achieve a high school diploma via the GED test route due to special education or learning problems. The project focused on basic academic skills and the interrelationship of these skills to workplace skills necessary for local employment opportunities and life skills necessary for parent and community role fulfillment.

Procedures: Individual Leaning Plans (ILP) were developed for each student based on functioning level, special needs, and credits missing to satisfy graduation requirements. Students attended class one evening per week, met with volunteer tutors, participated in field trips and job shadowing experiences. Student progress was documented in a portfolio containing student assignments from their ILP's. Completed portolios were submitted to the school district for final approval and high school diplomas were issued to those completing.

Summary of Findings: Students achieved an advanced high school diploma by meeting reqirements based on an individual learning plan.

Comments: The program would be particularly beneficial to school districts wishing to give dropouts a second chance, especially to those who have special learning needs. While we proposed to service 36 students, a change in curriculum design necessitated the class size to be lowered to 8 students. This was due to the length of time required (more than one year) to complete their ILP. The school district was very supportive as was the community in providing speakers and job shadowing sites.

PA 99-4026 $ 4,986 AE 3025- 997

GED COMPUTER-ASSISTED INSTRUCTION PROJECT

Thomas Wojcicki
Somerset County AVTS
R.D. 5 Vo-tech Road
Somerset PA 15501
(814) 443-3651

PRODUCTS:

Final Report

DESCRIPTORS:

GED Technology

Purpose: The purpose of this project was to introduce computer assisted instruction to the GED programs offered through the Somerset County AVTS. This was accomplished by providing regional staff development in basic computer concepts and application of GED computer-assisted software. Instructors and tutors were provided with 20 hours of instruction and then utilized these skills in their curriculum.

Procedures: Instruction took place using laptop computers and Steck-Vaughn's GED 2000 software. Twenty hours of training was provided in basic computer concepts and specific application of the software. The laptop computers were then utilized at eight outreach sites throughout the county. The software was implemented as a supplement to the curriculum presentation.

Summary of Findings: A total of five instructors and one tutor received 20 hours of training that included introduction to computers, DOS concepts, and application of Steck-Vaughn GED 2000 software. The training provided staff with basic computer knowledge and information on how to operate the software. This training was an important start in introducing computer technology into the GED curriculum at the local level. Twenty-five GED students were exposed to the computer assisted instruction and worked an average of 10 hours each. The general reaction was good

and most students enjoyed the use of the computers. Of the 25 students, 17 took the GED exam, and ten of the students passed.

Comments: The program was a success because it introduced computer technology to our GED programs. The program was well received by staff and students. It is important to realize that this was a start, and that continuing education is necessary to keep staff abreast of changing technology and to assist students in their exposure to new technology and new ways of learning.

PA 98-4047 $ 10,183 AE 3025- 998

GOOD CITIZENS THROUGH LITERACY NETWORK

Lyn Leto
Schuylkill Intermediate Unit 29
P.O. Box 130, Maple Avenue
Mar Lin PA 17951-0130
(717) 544-9131

PRODUCTS:

Final Report

DESCRIPTORS:

Correctional Education Language Arts

Purpose: This project consisted of an ABE class for parolees of the Schuylkill County Prison to develop their skills in reading, writing and communication skills. The course employed the motivational technique of enabling the parolees to participate in a community service aimed at helping "at-risk" youth; Parolees were asked to develop their literacy and communication skills and then to practice using them in producing a newsletter for county youth and in speaking engagements in selected classrooms.

Procedures: Parolees were recruited into the project through county parole officers. Pre- and post-testing in the areas of reading, writing, self-esteem, and oral communication skills was done to assess project effectiveness. Classes involved teaching reading, writing, and oral communication skills. Varied activities offering practice in these areas were a significant component of the program. Students then applied these skills in the writing of newsletters and in doing public speaking to selected classes of "at-risk" youth.

Summary of Findings: The average reading gain was 1.8. The average gain on writing samples was 50%. No significant gain was made in oral communication skills. Project participants evidenced significant effort and enthusiasm in helping at risk youth from making the same mistakes that they had.

Comments: Project monitoring and teacher/counselor feedback proved

that the project objectives were developed with a high-functioning ABE student in mind. The County Parole Board, although supportive of the project, proved powerless in assuring recruitment of higher functioning adults likely to have benefited most from the course. It is suggested that a judicial order mandating parolees' participation be obtained before implementing courses geared to the parolee population.

PA 98-4050 $ 14,829 AE 3025- 999

HAND IN HAND, A TUTOR DEVELOPMENT HANDBOOK

Rich Gitlen
Lutheran Children & Family Service
101 E. Olney Avenue, Box C-12
Philadelphia PA 19120
(610) 276-7800

PRODUCTS:

Final Report
Handbook: Hand in Hand

DESCRIPTORS:

Tutoring

Purpose: The purpose of HAND IN HAND: SKILLS ACTIVITIES FOR TUTORS AND STUDENTS was two-fold: 1) To develop and disseminate HAND IN HAND to be incorporated into the ongoing training provided to volunteer tutors; 2) To provide structured support and training to tutors after the initial tutor match has been made, leading to an increase in tutor-student retention and overall satisfaction.

Procedures: LCFS employed a variety of methods in producing HAND IN HAND. These procedures included recruitment of experienced ESL instructors to contribute to the book, periodic meetings to discuss context and to review submissions, field testing of materials, internal and external evaluation of materials.

Summary of Findings: LCFS determined that volunteer tutors, like low level ESL students, needed to gain more experience with methodology, concepts and techniques in order to use them creatively with ESL students. Specific tutor needs included the ability to determine the student's social language needs; establish learner-centered educational materials for students; and development of curricula.

Comments: Although these conclusions have yet to be drawn, it was hoped that periodic ongoing support and training would prove advantageous in increasing tutor-student retention and in the satisfaction of both tutor and student with the match. Also it was expected that tutors particularly could benefit from the ability to develop and implement their own educational materials based on the student's social language needs and goals. Ongoing training would be used to assist tutors in acquiring these skills.

PA 99-4022 $ 21,239 AE 3025- 1000

HOW ADULTS READ

Tana Reiff
New Educational Projects, Inc.
P.O. Box 182
Lancaster PA 17603
(717) 299-8912

PRODUCTS:

- Final Report
- Textbook and Trainer's Guide

DESCRIPTORS:

Staff Development Language Arts

Purpose: To republish "How Adults Read: A Staff Development Curriculum," and to reprint between one and four projects republished under previous Second Wind project grants.

Procedures: Updated, modified, redesigned and repackaged "How Adults Read," with the authors, Judith Rance-Roney and Jane Ditmars. Provided 1,000 copies of Textbook/Sourcebook and 200 copies of Trainer's Guide to State Literacy Resource Centers for distribution. Also analyzed need for, produced new originals, and reprinted in proportional quantities the following earlier Second Wind projects: Changes: Coping Skills for Adults, PROUD Adult Readers, and Work Adjustment Workshop. These, too, were provided to the Resource Centers for distribution.

Summary of Findings: No findings as such. The main product, "How Adults Read," contains the results of new literature search. All of this project's products demonstrate accomplishment of its goals.

Comments: Substantial unanticipated time was expended by both the Project Director and the two authors who consulted on the project.

PA 98-4041 $ 4,436 AE 3025-1001

IMPROVING SPELLING SKILLS IN ADULTS WITH LEARNING DISABILITIES

Dr. Richard Cooper
Center for Alternative Learning
P.O. Box 716
Bryn Mawr PA 19010
(610) 525-8336

PRODUCTS:

Final Report

DESCRIPTORS:

Language Arts	Special Needs
Staff Development	

Purpose: This project proposed to help adults with learning problems improve their spelling skills. Dr. Richard Cooper, Director of the Center for Alternative Learning, traveled to five adult education programs in Southeastern Pennsylvania to teach students alternative spelling techniques. Adult basic education teachers and volunteer tutors participated in these demonstration class sessions to observe how to teach spelling to students with learning problems and address the needs of students who have academic skills which range from very low to high school level.

Procedures: The workshops were a combination of discussion and lecture. The presenter involved the students with weak spelling skills in discussions about why they have difficulty learning to spell. The lecture part of the workshop provided these students and their teachers with a method for improving their skills. The method is detailed in the Spelling Workbook, by Richard Cooper, which is included in this report.

Summary of Findings: This demonstration project provided adult educators with an opportunity to learn a different approach to the teaching of spelling skills and how to integrate students with very low level skills into activities usually assigned only to students who already possess basic academic skills. The adult education students with spelling problems reacted in two different ways to the alternative spelling techniques presented in the workshops. About half found the techniques very helpful and enabled them to increase their writing skills, The other half stated that the techniques were too time consuming to use and they would continue to search for an easier way to learn to spell.

Comments: Because so many students wanted to participate in the workshops (three times the number anticipated) the objective to pre- and post-test the students was changed. Instead the project focused on demonstrating the techniques to as many teachers and students as possible.

PA 99-4038 $ 4,928 AE 3025- 1002

INITIATING STAFF DEVELOPMENT ACTIVITIES FOR RURAL AREA PART TIME ADULT BASIC EDUCATION STAFF

Sondra Williams
Armstrong School District
37 Blue Spruce Road
Indiana PA 15701
412-763-7151

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

Purpose: This project addressed the needs of rural area part time adult basic education staff who had not been recently exposed to current methods and technology in the field of adult education. It also provided funding for staff to attend local, regional, and state workshops and conferences.

Procedures: A local needs assessment survey was conducted to identify two specific areas of interest that were used as topics to develop two local staff development workshops. Current companies that dealt with adult education resources were invited to display their materials. Staff was given the opportunity to attend local, regional and state workshops and conferences.

Summary of Findings: The majority of the staff benefited from the activities of the project. New materials were ordered for classroom use. The project enabled the staff to participate in staff development activities on a local level as well as on the regional and state levels. These opportunities had not been available in recent years; however, these were entered into more positively by the newer staff members. The staff gained fresh perspectives and a renewal of enthusiasm for the field of adult education. The activities of this project enhanced the adult basic education program of the Armstrong School District, providing for activities that would not have been able to be offered without the assistance from the Pennsylvania Department of Education.

Comments: The PAACE Midwinter Conference was one of the intended state staff development conferences to be attended with the funding from this project. Alternate opportunities to attend other miscellaneous staff development conferences were made available.

PA 98-4036 $ 17,162 AE 3025- 1003

LEARNER-CENTERED ALTERNATIVE ASSESSMENT OF STUDENT PROGRESS

Amelia O. Belardo-Cox
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia PA 19125
(215) 426-8610

PRODUCTS:

Final Report
Newsletter

DESCRIPTORS:

Research	Assessment

Purpose: The objectives of this project were to create an alternative assessment process that empowered teachers and students to more effectively evaluate practice and progress in the adult education classroom, to examine program design and curriculum needs identified through student assessment, and to document and disseminate a model of assessment development. Students reading between levels 5-8 often have "passing the GED" test as their primary goal. If they do not pass it quickly, they often feel that they have failed. To address this problem, the LSH Women's Program created an on-site Assessment Research Group. Three Pre-GED teachers worked with students to set goals for improving their basic skills on the way to the GED. They constructed alternative assessment instruments to assess students' progress towards educational goals. The agency adapted its official documented assessment policy to incorporate the groups' ideas. Although the primary audience for this project was Pre-GED students and teachers, the process of developing and implementing new assessment methods is a model for integrating learner-centered alternative assessment into all levels of adult literacy programs and classes.

Procedures: An Assessment Research Group met five times during the year. The Curriculum Developer created three surveys and interviewed the teachers and administrators. The teachers worked with their classes to set goals and construct assessment instruments to determine if students were meeting the goals. The Curriculum Developer interviewed the teachers and administrators. The graduate student observed the teachers' classes. Teachers field tested each other's alternative assessment activities. The group gave a presentation at an agency teachers' meeting. The group evaluated the project and reported to the agency on plans to implement the proposed changes.

Summary of Findings: The Assessment Research Group developed, published, and disseminated a model for developing and implementing learner-centered alternative assessment that is an ongoing component of instruction. The project was evaluated through a series of surveys and interviews with participants. Learner-centered assessment informed and motivated students as they were empowered to measure their own progress towards educational goals, provided instructors with feedback to inform instructional practice and materials selection, and provided administrators with a comprehensive evaluation of program effectiveness when combined with quantitative data.

Comments: The objectives of this project were to create an alternative assessment process that empowered teachers and students to more effectively evaluate practice and progress in the adult education classroom, to examine program design and curriculum needs identified through student assessment, and to document and disseminate a model of assessment development. All project objectives were met. The evaluation section of the project was changed from a standardized test comparison to an evaluation based on surveys and interviews with participants.
The agency adapted its official documented assessment policy to incorporate the group's ideas.

PA 98-4006 $ 5,000 AE 3025- 1004

LIBRARY COMPUTER-ASSISTED TUTORING

Michael Wilson
Central Susquehanna Intermediate Unit 16
P.O. Box 213
Lewisburg PA 17837
(717) 523-1155

PRODUCTS:

Final Report

DESCRIPTORS:

Tutors Technology

Purpose: To introduce computer assisted instruction to the volunteer tutoring situation.

Procedures: Public access computers in public libraries were installed with Laubach International software addressing reading skills. Tutors were trained in their use and tutoring sessions schedules.

Summary of Findings: Tutors enjoyed this new approach to instruction and students found the new approach empowering. The instructional level was basic and both tutors and students desired further software.

Comments: While close to 60 tutors were trained, only 14 took advantage of the opportunity to use computers. It clearly opened some opportunities for both tutor and student on a limited basis. Many hours were unexpectedly needed to getting the software installed on the computers.

PA 99-4009 $ 4,258 AE 3025- 1005

LITERACY AWARENESS THROUGH IMPROVISATIONS

Marcia Anderson
New Castle Public Library
207 East North Street
New Castle PA 16101
(412) 654-1500

PRODUCTS:

Final Report
Videotape (Adult Literacy Lawrence County)

DESCRIPTORS:

Staff Development Tutors

Purpose: This project's purpose was to create a vehicle to generate a greater awareness of, and sensitivity to, adult learners among adult audiences. The proposed vehicle was a video of skits portraying situations/barriers faced by adults lacking literacy skills. The skits were developed to provide tutor trainers with a tool to create a greater awareness of adult learners during training workshops. They were designed to be shown and then used to facilitate discussions leading to a greater understanding of adult learners. The project is being distributed to agencies affiliated with Tutors of Literacy in the Commonwealth which offers tutor training. Skits were shown to more than 45 adult members of the community. Projections are that this number will be exceeded in the future.

Procedures: Several skits were already in use and additional ideas were solicited from Adult Literacy Lawrence County tutors and staff. Outlines of skits were created, practiced, taped, and edited. A manual was developed to facilitate the use of the videos.

Summary of Findings: The skits were created on a variety of issues. Those using the video may choose the one or two most appropriate for their audience. Discussion generated following the skit may be specific to the topic or to adult literacy in general.

The videos may be incorporated into presentations on literacy or public service announcements. Local program information may be easily added.

Comments: The skits are most effective when shown individually; otherwise, the message becomes repetitious and the audience loses interest.

PA 98-4020 $ 23,798 AE 3025- 1006

MATH LITERACY PROJECT

JoAnn Weinberger
Center for Literacy, Inc.
636 South 48th Street
Philadelphia PA 19143
(215) 474-1235

PRODUCTS:

Final Report
Teacher's Guide and Curriculum

DESCRIPTORS:

Mathematics

Purpose: The purpose of this project was to develop, field test, and compile instructional materials on seven topics for use in numeracy education with ABLE students. The curriculum would support instruction aimed at increasing students' understanding of math and their ability to use math in their everyday lives.

Procedures: Through the Math Literacy Project, CFL developed a curriculum to increase the numeracy of ABLE students. The curriculum consists of a seven unit learner's handbook and an instructor's guide to accompany it. Materials were field tested by 8 teachers in a total of 8 classes with 110 students. Instruction using the materials was evaluated by students, instructors, and supervisors. Materials were revised as needed.

Summary of Findings: The materials were effective in supporting instruction on the topics identified. They supported math instruction which increased students' understanding of math, their interest in the subject, and their ability to use math in their everyday lives.

Comments: Objectives of the project were met and exceeded.

PA 98-4019 $ 3,750 AE 3025- 1007

MENTORS FOR COLLEGE-BOUND ESL STUDENTS

Mary Kreider
Reading Area Community College
P.O. Box 1706
Reading PA 19603-1706
(610) 372-4721

PRODUCTS:

Final Report

DESCRIPTORS:

ESL
Mentors

Purpose: The project proposed to train and provide mentors for ESL students who expressed an interest in attending college. It was intended that the mentors would increase the students' likelihood of success by leading them through college admission procedures, helping them with vocabulary and study skills, and fostering self-confidence and independence.

Procedures: ESL students were identified by ESL teachers at RACC and mentors were sought by the project coordinator through business, college, and community connections. Mentors were trained in a two-hour session and matched with a student. Two additional sessions were held for mentors to exchange ideas and concerns. Students attended three two-hour sessions for English proficiency and three two-hour sessions on college entrance procedures. Mentors were invited to accompany their students to the classes and then worked individually with their mentees on a regular basis or whenever the need arose.

Summary of Findings: At the close of the project, 11 of the 16 ESL students were enrolled in college courses for the 1994 summer or fall terms. Ten mentors are continuing the relationships with their students. Written and verbal evaluations indicate that students are more at ease in English conversation, have improved in listening and writing skills, and note a marked increase in English vocabulary. The assistance with college entrance paperwork

was highly valued, and students said they grew increasingly more comfortable in a college atmosphere.

Comments: The limitations of this project were a lack of time for English proficiency classes and for mentor-student relationships to develop fully. Six hours was an adequate amount of time for the college orientation segment. Extreme weather conditions interrupted the continuity of the classes during the winter evening sessions. The mentee selection must be tightly controlled so that an imminent and serious commitment to attend college could be determined. A vital part of the project is the coordinator's role in choosing mentors and matching them with the appropriate students.

PA 98-4043 $ 4,361 AE 3025- 1008

MODIFIED ASSESSMENT FOR ADULT READERS

Monica Kindig
Mid-State Literacy Council
204 Calder Way, Suite 306
State College PA 16801
(814) 238-1809

PRODUCTS:

Final Report

DESCRIPTORS:

Assessment

Purpose: The purpose of the project was to design an alternative assessment tool for use with adult learners traditionally identified as reading below the fifth grade level. This assessment allows for the creation of a goal-oriented Individual Education Plan that is personalized to the learner's needs and educational goals. It draws upon the unique experiences, interests, and purposes for learning that each learner brings highlighting existing strengths and prior experiences.

Procedures: The Project Director researched the subject, created the assessment instrument, and field tested the product throughout the fiscal year. The Field Supervisors in each office provided input and recommendations and the instrument was modified as needed.

Summary of Findings: The proposal submitted stated that the assessment would be field tested on 100 adult learners. With a collage format; this became cumbersome and too large a number for a mini-grant. Also, the amount of work and information far exceeded expectations associated with a mini-grant.

Comments: Because of the collage format the evaluative phase of the data collected was time consuming. The project took far longer to develop than originally anticipated.

PA 98-4010 $ 4,937 AE 3025-1009

NATIONAL ISSUES FORUM: SENIOR/COMMUNITY CONNECTION

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report

DESCRIPTORS:

Social Studies Older Adults

Purpose: This project proposed to incorporate the National Issues Forums concept into senior centers. The National Issues Forums is a process of sharing thoughts and opinions about areas of pressing national concern in an open exchange of everyone's opinion. The project was a coordinated effort between Adult Education and Job Training Center staff, Area Agency on Aging, and the larger community.

Procedures: An in-service training of AAA staff on incorporating NIF concepts and materials into their programs was conducted. Our coordinator worked with staff to develop activities to prepare seniors for participation in NIFs. Lecture and discussion with seniors on NIFs were held. Materials used to train AAA staff were Kettering Foundation publications: "Building Moderator Skills," Moderating Exercise, and NIF starter video tape. Materials utilized with seniors included the NIF starter video tape, literacy level abridged version of issue books, teaching guide and Supplemental Material for Moderators, Teachers and Tutors.

Summary of Findings: This activity increased the higher level thinking skills of our seniors and skills obtained were transferable. Self esteem and empowerment of seniors were also enhanced. Success of the workshops was documented by increased attendance at the subsequent sessions. The viewpoints, opinions and problem solving techniques of participants were enhanced as reflected in the differences of pre-and-post forum ballots.

Comments: While the "National Issues Forums: Seniors/Community Connection" workshops proved to be very successful in terms of attendance and participation, the time frame was limited. It is recommended to extend the workshop by one session in order to utilize supplemental materials available from the Kettering Foundation.

PA 98-4002 $ 4,919 AE 3025- 1010

OPERATION LINK-UP/INSTRUCTION DELIVERY AND CLASSROOM MANAGEMENT THROUGH TECHNOLOGY

Jeffrey Woodyard
Tri-County Opportunities Industrialization Center
2107 N. Sixth Street
Harrisburg PA 17110
(717) 238-7318

PRODUCTS:

Final Report
In-House User's Manual

DESCRIPTORS:

Technology Distance Education

Purpose: The purpose of this project was to provide access to computer based instructional programs, student data base files, and CD-rom technology to OIC satellite classes.

Target Audience: The project is specific to OIC learners and staff at remote locations.

Procedures: For this project the procedures were as follows: a) identify computer needs at satellite locations; b) review and evaluate available instructional and reference materials; c) design and install the host computer bulletin board access network; d) publish a user's manual, and e) provide for staff and student training.

Summary of Findings: All objectives for this project were reached. Others who try to replicate this project will have to consider that the key to its success was having a project implementor who is fully aware of the capabilities and limitations of technology as it relates to distance education. Throughout the duration of this project staff was constantly bombarded with variations on the possibilities of delivering instruction through technology. In order to make the project successful at the level of funding provided, it was important that the staff focused on the most economical way to meet the project goals. As a result the delivery methods used and the instructional materials selected may not be the most sophisticated or up-to-date, but they are nonetheless effective.

Comments: This project only touches on the possibilities that can be achieved with distance education and technology with adult learners. Service providers who have homebound learners, remote or satellite classes, or multiple sites should be encouraged to consider a similar effort. The cost factors that used to prohibit such efforts have become less and less restrictive. This mini grant actually was completed under 80% of budgeted costs. The impact on service delivery and alternative instructional delivery for students has made the effort worthwhile.

PA 99-4018 $ 4,978 AE 3025- 1011

OVERCOMING THE "FEAR"

Harold J. Staats
Susquehanna County Volunteer Literacy Council
72 Church Street
Montrose PA 18801
(717) 278-9027

PRODUCTS:

- Final Report
- Video of Student Interviews

DESCRIPTORS:

Tutoring Technology

Purpose: To instruct volunteer tutors of basic literacy in the necessary skills to assist their students in computer assisted instruction.

Procedures: Various software packages including, but not limited to, WordPerfect, Lotus 1-2-3-,Skills Bank, Laubach Way to Reading, Diascriptive Language Arts and How to Read, Write and Math for Everyday Living were used.

Summary of Findings: It was found that almost all the participants were initially afraid of the computer. After being instructed in the workings of a computer in very comparative terms, the participants began to feel more comfortable in the use of discs and programs. With the instructor using familiar terminology, the class was able to relate to the workings of a computer and the files. Participants surveyed at the conclusion of the spring session felt that they were now able to work with various programs without the fear of making a grievous mistake.

Comments: Tutors did find that programs for literacy were nowhere near as intimidating as they had previously thought. Although instruction was provided in basic computer programs during the first session, it was found that interest lay more in hands-on programs that they could utilize not only for themselves, but with their students. Such programs were initially difficult to locate at the onset of our program as the technology was limited in the area of educational software. By trial and error several programs were finally purchased that were successful. The computer lab that we had believed to be available to our instructor and tutors became unavailable while awaiting the grant proposal. The secondary lab that we were then given was unfortunately equipped with outdated terminals and hardware. Fortunately the instructor was experienced enough to be able to overcome what initially was a major problem.

PA 98-4007 $ 23,345 AE 3025- 1012

PARENTING RESOURCE BOOK

JoAnn Weinberger
Center for Literacy, Inc.
636 South 48th Street
Philadelphia PA 19143
(215) 474-1235

PRODUCTS:
  Final Report
  Handbook

DESCRIPTORS:
  Family Literacy

Purpose: The purpose of this project was to develop a Parenting Resource Book of materials for use in family and other adult basic and literacy education (ABLE) programs. The materials were collected or developed to address issues raised by the adult students in family literacy classes.

Procedures: Focus groups were conducted to determine the interests of adults in family literacy classes. Ten categories of interest were identified and materials were collected or developed for inclusion either in part one (instructional materials on a low reading level for use with students) or in part two (an annotated bibliography of additonal resources for students and teachers of the book). Materials were field tested and revised and the Parenting Resource Book was produced.

Summary of Findings: The project met the goals of compiling and developing resources for use in family literacy classes. A large number of existing materials covering a wide range of topics was found. Materials were developed to address topics for which materials were not located.

Comments: Teachers found the materials a useful resource. Students felt that the materials addressed their needs or, in the cases where more extensive information was sought, the materials provided good introductory information on a topic.

PA 98-4040 $ 18,998 AE 3025- 1013

PARTNERS IN COMMUNITY LIVING

Janice R. Frick
Partners for ESL, Inc.
1580 Carr Way
Warminster PA 18974-3614
(215) 674-3792

PRODUCTS:

- Final Report
- Curriculum

DESCRIPTORS:

ESL	Curriculum
Language Arts	

Purpose: To develop a model multicultural curriculum; produce a booklet of student writings; provide opportunities to share experiences and culture; increase students' knowledge and understanding of other ethnic groups; enhance adults' reading/writing/coping skills; foster good parenting skills; effected positive changes in inter-ethnic attitudes.

Procedures: Identified a large body of published resources; selected, secured, outlined and evaluated resources; selected historical, cultural, and multicultural reading materials for inclusion in curriculum; selected methods and techniques of multicultural education and experiential learning for adaptation and use in curriculum and for evaluation; wrote the preliminary curriculum; developed exercises and survey for pre- and post-course use; recruited, registered, and pre-evaluated participants; conducted 134 hours of classroom meetings; corrected participants' essays; planned and executed plans for extra-curricular activities; administered post-evaluation; edited booklet of writings and submitted these for word-processing; wrote final report; wrote final curriculum; submitted curriculum for word-procssing; submitted booklet of writings, curriculum, and report for production.

Summary of Findings: Recruitment of American-born individuals was difficult for our organization. Participants enjoyed and learned from most aspects of the multicultural curriculum. Participants were eager to share personal stories and cultural information.

Participants enjoyed writing stories and increased their writing skills. While attitudes toward people of other cultures seemed to become more positive, evaluative results of this factor were inconclusive. Multicultural awareness seemed to increase but was not measured.

Comments: Much more work should be done in this very important area of adult education. Many techniques and tools are available but many more are needed.

PA 99-4015 $ 34,816 AE 3025- 1014

PASSAGE: "YOUR WORKPLACE AND JOB-SKILLS INFORMATION NEWSLETTER

Bernadette Mangie
BCALMC, Beaver Co. Area Labor-Management Committee
400 9th Street, Suite A
Conway PA 15027
(412) 869-7890

PRODUCTS:

Final Report
Ten Newsletter Issues

DESCRIPTORS:

Dissemination	Workforce Education

Purpose: The 1993-1994 PASSAGE newsletter project's main objective was to provide timely workplace and job-skills information to Pennsylvania's adult learners, unemployed/underemployed individuals, adult educators, career counselors/trainers, and various resource/training centers.

Procedures: To create an innovative resource, the PASSAGE newsletter staff: highlighted a variety of topics in 100 articles (e.g., classroom skills used in the workplace, employer expectations, job-search strategies, growing career fields, labor-market trends, and success stories); maintained a hands-on approach that could be used by individuals or in whole-group settings; expanded its network of educators, business professionals, and adult learners through a reader survey, telephone calls and correspondence, staff development activities; utilized a professional staff of educators, job-search training professionals, and writers; accessed up-to-date information from regional resource centers; utilized state-of-the-art computer equipment for layout/design; and encouraged feedback and writer contributions.

Summary of Findings: Increased reader feedback and reader circulation of PASSAGE, economic factors, high unemployment, employer demand for formal training beyond high school, decrease

in jobs with lower skills, and a large percentage of adults without a high school diploma, continued to create the need for an innovative publication that provides educational/career-direction/job-search information for Pennsylvania's adult educators and students.

Comments: After five years of publication, the PASSAGE newsletter remains an established and unique resource for adult students and educational training professionals in Pennsylvania; it continues to complement services and resources provided by the Pennsylvania Department of Education. In the 1993-1994 project year, the publication continued to understand and meet the needs of its audience by providing customized information which was specifically designed to assist this audience.

PA 99-4037 $ 10,000 AE 3025- 1015

PENN-OHIO LITERACY CONFERENCE #9

Dr. Richard Gacka
Northwest Tri-County IU #5
252 Waterford Street
Edinboro PA 16412
814-734-5610

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

Purpose: This project included the planning, scheduling, implementation and evaluation of a regional in-service workshop for personnel employed in PDE Bureau of Adult Basic and Literacy Education supported programs. It was held in conjunction with a similar effort for personnel employed in ABE, GED, and ESL programs in the state of Ohio and to professional organizations PAACE and OAACE. Conference objectives were to provide in-service training to staff who are unable to attend statewide conferences and workshops, and to work with Regional Staff Development Centers in the enhancement of staff training.

Procedures: The conference included on Friday afternoon, a keynote speaker followed by a panel consisting of the keynote speaker and three educators from Pennsylvania and Ohio. The panel followed a town meeting format with participation from the audience. Dinner was followed by a speaker. Saturday morning followed a carousel format of twelve 45-minute presentations from which participants could select three. The program content was designed to be diverse and a overall conference evaluation was completed.

Summary: Participants were provided with evaluation forms for both days of the conference. The evaluations consisted of a scale ranging for 1-disappointing, 3-marginal, 5-okay, 7-very good, to 10-excellent. Points of evaluation included: content, presentation, relevance, and overall rating. Open ended comments were welcomed.

Comments: The success of the Ninth Annual Penn-Ohio Conference established the need for adult educators in Northwestern Pennsylvania and Eastern Ohio to have a forum for adult literacy issues.

PA 98-4037 $ 14,944 AE 3025- 1016

PENNSYLVANIA CITIZEN HANDBOOK

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Social Studies

Purpose: The project proposed to: 1) research available government publications for information; 2) develop a five unit 20 chapter handbook including glossary and unit review exercises, text to be written at 4th to 8th grade level; 3) to implement the text into ABE classes with 15 students during project year 1993-94; 4) provide text to other Adult Centers as requested upon completion.

Procedure: The project included the research of available government publications and the development of a handbook. The participatory activities in the unit review included vocabulary, maps, illustrations and a glossary. The text consists of approximately 150 pages. The handbook was implemented in ABE classes with a minimum of 15 students and will be provided to other Adult Centers as requested. This handbook is intended for the adult ABE students, ESL students, adults who may be preparing for citizenship, and adults reading at lower-levels seeking detailed information about Pennsylvania Government.

Summary of Findings: The project was beneficial for the students. They were able to quickly locate information. Students were very interested in the duties of various agencies and asked questions about obtaining employment in an agency. This handbook became a brief overview of various agencies duties. Legal issues and local government structure chapters enabled students to become better equipped to handle their problems in these areas. Some of the information students used were: how taxes are levied, what happens for non-payment of taxes and the duties of a landlord of a rental property.

Comment: The chapter on state agencies was the most difficult to research and to write because information was difficult to obtain. Two original drafts were created. The first contained greater detail and a more lengthy explanation of agency responsibilities while the second contained a simple, less detailed description. Student/instructor discussions revealed that students remembered the simpler descriptions which were then used.

PA 98-4052 $ 22,237 AE 3025- 1017

PENNSYLVANIA JUMPS INTO READING

Richard Strain
Bethlehem Area Chamber of Commerce
459 Old York Road
Bethlehem PA 18018
(610) 867-3788

PRODUCTS:

Final Report
Videotape: "Jump Into Reading"

DESCRIPTORS:

Family Literacy
Community Education

Purpose: The Bethlehem Area Chamber of Commerce has a premise that Lehigh Valley (and other Pennsylvania) youngsters should be prepared to learn, to do better in their studies, and to complete their high school education so they will have good jobs when they grow up. The purpose of this project was to encourage family literacy through the promotion of a "Jump Into Reading" video tape and its accompanying brochure in local businesses, schools and other environments, as well as throughout Pennsylvania. The project may help to fulfill Goal One of America 2000: that children will start school prepared to learn. Jump Into Reading teaches parents the importance of reading aloud to their children, and offers techniques to do so.

Procedures: The effort in this grant year was three-prong: l) Locally, we encouraged member businesses, job offices, and agencies to show the "Jump Into Reading" tape (which features a segment by Mr. Rogers) on a regular basis to employees and clients; 2) Regionally, "repeat versions" of the Bethlehem Chamber program were presented in 4 other communities in Pennsylvania, through their Chambers of Commerce. 3) Statewide, we presented sessions at two state conventions: the fall '93 conference of Pennsylvania Chamber of Commerce Executives (PCCE) and the mid-winter conference of Pennsylvania Association of Adult Continuing Education (PAACE).

Summary of Findings: 1)Parents from all walks of life responded positively to suggested reading tips incorporated in the Jump Into Reading video and accompanying brochure. Children responded with enthusiasm to advice from adult Jumparoo and its remote-controlled joey, Readit, that reading is fun. 2) Businesses, agencies and organizations responded positively to motivation efforts to invest in the well-being of their employees and families and in their company's future workforce readiness. 3) Several Chambers of Commerce throughout Pennsylvania responded with great enthusiasm and willingness to participate in the "Jump Into Reading" program.

Comments: In producing the video, "Jump Into Reading", the Chamber found that it not only took a great deal of time to write the script, produce the video and market it locally–but also, in soliciting, coordinating and following through on four separate Chamber projects, the organizational work was a very large task. While spending only a week in each of the four communities, the Chamber coordinator found that it was difficult to entertain large groups of students at once and to rush from one site to another. In addition, the Jumparoo costume turns the wearer into a seven-foot tall blue plush kangaroo, weighs 25 pounds and is extremely hot. (See Also "The Valley That Reads", AE 3025-937,PA)

PA 98-4023 $ 5,000 AE 3025- 1018

PROJECT PAL RESOURCES

Edith A. Gordon
CIU 10 Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap PA 16823
(814) 359-3069

PRODUCTS:

Final Report
Handbook

DESCRIPTORS:

Tutoring

Purpose: To address the needs of coordinators, tutors and support staff of the Pennsylvania Adult Literacy (PAL) Program, develop three manuals: a Tutor Training Resource Manual for use by PAL coordinators in developing a 9/12 hour tutor-training session; a Tutor Handbook for volunteers; and a PAL Coordinators Procedure Manual describing general job responsibilities.

Procedures: Before the manuals were developed, PAL coordinators and tutors were surveyed to assess needs and to exchange ideas and information to be used in developing the manuals. Professional sources on tutor training were received and evaluation tools for measuring program success were reviewed/revised. Manuals were disseminated to coordinators and tutors for review and assessment.

Summary of Findings: Evaluation of PAL resources was based on completion of program objectives and on coordinators' (3) and tutors' (15) formative and summative assessments. Project PAL resources received very favorable reviews by both coordinators and tutors.

Comments: Both the Tutor Training Resource Manual and the PAL Coordinator Procedures Manual were designed to provide specific direction within a context broad enough to allow for individual implementation. However, the manual also addresses issues specific to each county as demonstrated in the chapters, "Recruitment and Promotion" and "Recognition Activities".

PA 99-4006 $ 80,000 AE 3025- 1019

REGION 1 STAFF DEVELOPMENT PROJECT

Dr. Richard Gacka
Northwest Tri-County Intermediate Unit 5
2992 State Street
Erie PA 16509
(814) 734-5610

PRODUCTS:

Final Report
Quarterly Newsletter

DESCRIPTORS:

Staff Development
Administration

Purpose: The Region One Staff Development Project was designed to provide training to persons employed or volunteering in PDE ABLE programs in order to upgrade their professional skills. The conceptual model for this project reflects the wide variability of states, as well as perceived, needs within the region. The eleven counties in Region 1 are a mix of rural and urban communities; The personnel display a variety of educational backgrounds and educational goals. The Project has a strong commitment to a "bottom to top" approach to program design, that is, the needs of the practitioners are the determiner of the type of services which are offered, where it is offered, and how it is delivered.

Procedures: A Needs Assessment was sent to over 500 adult educators. Information from the survey was used to determine what, where, and how training would be delivered. Evaluating each type of training offered only reinforced the concept that there were distinct differences in the training asked for by volunteers, part-time teachers, full time teachers, and administrators. The success of the program was based on the concept of "heterogeneity of need". In the second year of the project, a shift was seen from requests for one-day generic workshops to types of training that were more targeted to the needs of a single program. Participatory planning was utilized by all interested parties.

Summary of Findings: A successful Staff Development project, i.e,one that reaches all levels of professional development, as well as taking into consideration the geographical diversity in the region, must structure its program with a strong commitment to a "bottom to top" approach. A regionally based delivery structure allows for the flexibility necessary to direct such a program.

Comments: The more ways in which the project can involve programs on a grass-roots level, the more truly effective the project will be. A necessary step for this process to occur, and one that is often overlooked as simplistic, is the establishment of a positive rapport and sense of trust between Program Directors and Staff Development Project Staff.

Products: A Needs Assessment was sent to over 500 people in Region 1. Using the information received as a baseline, the following staff training projects were developed: State, Interstate and Inter-regional conferences; Regional topical and program specific workshops; Tuition Reimbursement for credit course and non-credit course work; Video tape and textbook loan program; Promotion of participant research; Teleconferences; Region 1 Staff Development Newsletters.

PA 99-4023 $ 75,411 AE 3025- 1062

REGION 2 STAFF DEVELOPMENT CENTER PROJECT STAFF TRAINING AND REINFORCEMENT (STAR)

Edith A. Gordon
CIU 10 Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap PA 16823
(814) 359-3069

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development
Administration

Purpose: Project STAR proposed to provide staff training and development opportunities to ABE/GED/Literacy program staff in a twelve county area of northcentral Pennsylvania including Cameron, Center, Clearfield, Clinton, Columbia, Lycoming, Montour, Northumberland, Potter, Snyder, Tioga, and Union Counties. The objectives were: 1) To provide a minimum of five needs-based, staff development workshops for approximately 40 participants per workshop; 2) To provide tuition reimbursement for work-related college credit courses for up to 20 staff; 3) to provide independent learning/research opportunities for approximately 20 program staff through university-related research projects, AdvancE Days, Library Look-It-Ups, and/or other program Visitations; 4) To identify and publicize a minimum of 15 exemplary ABE/GED/ESL/Literacy projects and practices; and 5) to provide technical assistance to a minimum of 5 Region 2 ABE/GED/ESL/Literacy programs.

Procedures: Using a data base of approximately 1100 people to recruit participants, the project's coordinator held 26 focus group discussions at 11 agencies with 138 people to determine the Region's training needs. Objective 4 was changed to: "Publish Practitioner Action Research Studies". The contract was amended to create an Advisory Council composed of the directors of all ABLE programs in the Region.

Summary of Findings: Fourteen workshops and four follow-up meetings, involving 412 people, were held during the year. Tuition reimbursement was awarded to 16 people for 21 courses. Ten people participated in practitioner action research. These projects were distributed to all programs. Technical assistance was provided to all 15 programs at least once. All workshops were evaluated, and a third party evaluator did an external project evaluation.

Comments: The Project was very successful in recruiting participants for its activities, primarily because it used a marketing approach to recruitment. The marketing research technique of using focus group discussions served a double purpose in that it enabled the Coordinator and practitioners in the Region to get to know each other, as well as providing insights into literacy educator needs. The final report will be especially useful to researchers interested in knowing more about successful training methods within a Regional framework and/or about the focus group discussion approach to needs assessment.

PA 99-4017 $ 80,000 AE 3025- 1021

REGION 3 STAFF DEVELOPMENT CENTER

Joyce Packard Kerrick
Lackawanna Junior College
Adult Literacy Programs
901 Prospect Avenue
Scranton PA 18505
(717) 961-7834

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Administration

Purpose: The purpose of this project was to provide staff development training for adult basic and literacy education providers in Region 3 which includes Bradford, Lackawanna, Luzerne, Sullivan, Susquehanna, Wayne, and Wyoming counties in Pennsylvania.

Procedures: A needs assessment was conducted in August and September. The most often requested topics were incorporated into the workshops and other training activities that were offered in the Region. Workshops were held at various sites within the seven county area. Local programs also received: 1) technical assistance for special projects, 2) tuition reimbursement funds for 34 staff from nine programs in the Region, and 3) action research projects initiated by 2 programs. Newsletters were distributed on a bi-monthly basis.

Summary of Findings: The needs assessments returned to the Center showed the following areas of need for training: portfolio assessment, computer skills, program quality indicators, English as a Second Language (ESL), motivation, and volunteer board training. The programs in Region 3 were very supportive of the activities of the regional center. They took part in every activity that was relevant to their program. They also supported the Center by serving on the Advisory Council.

Comments: This year's project was a continuation of last year's work in developing a network of service providers in Region 3 and in establishing contact between the Center staff and the local program personnel. Local program personnel took advantage of every opportunity to provide feedback to Center. Workshops were well attended and well received.

PA 99-4035 $ 80,000 AE 3025- 1022

REGION 4 STAFF DEVELOPMENT FOR ADULT EDUCATION

Donald G. Block
Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh PA 15206
(412) 661-7323

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Administration

Purpose: Region 4 Staff Development was administered by Greater Pittsburgh Literacy Council to provide staff development to 34 adult literacy programs funded by the Pennsylvania Department of Education. The region covered a nine county area of Southwestern Pennsylvania which includes Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Washington, and Westmoreland Counties. The project emphasized meeting specific staff development needs as indicated by the programs in the region.

Procedures: The materials and methods for this project can be explained through the project's objectives. A) To provide training and staff development for a least 250 adult educators in Region 4. B) To provide at least five six-hour workshops based on the results of a survey of local programs. C) To provide at least one on-site in-service program for all providers who wish to participate. D) To provide staff development through tuition reimbursement. E) To form action research groups for adult basic education teachers. F) To provide on-going technical assistance and mentoring to professional staff who are interested in adapting 353 projects to their local programs.

Summary of Findings: Region 4 Staff Development made an impact on the professional development of its participants. Through a third party evaluation, survey results indicated that the majority of the respondents felt their job performance had changed as a result of attending staff development activities. Participants showed evidence of an increased awareness of certain adult education issues and a better relationship between instructor and students. These activities created an atmosphere for networking which allowed for growth through discussion and sharing.

PA 99-4005 $ 80,000 AE 3025- 1023

REGION 5 STAFF DEVELOPMENT

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Administration

Purpose: The purpose of this project was to deliver effective staff development training opportunities to adult educators within Region 5 (Bedford, Blair, Cambria, Huntingdon, Mifflin, Juniata, and Somerset Counties). The project goal was to continue designing and implementing suitable and effective systems for professional growth and enlightenment of adult educators in our region.

Objectives: The improvement of instructional skills, services, and delivery methods as a result of 17 (5-10 planned) workshops and follow-up technical assistance to adult educators in Region 5. The inclusion of measurable outcomes established through pre- and post-testing and performance evaluations of adult education practitioners.

Procedures: Procedures used to implement this project included conducting a region-wide needs assessment early in the project year, coordinating nearly twenty workshops based on this and other informal needs assessments, providing technical assistance to programs on IPQ's and other topics at their request, publishing seven newsletters, and acting as a resource for our region.

Summary of Findings: We feel that based on formal and informal evaluation procedures this project was a success. We strongly feel that the regional system of staff development centers is an effective way to deliver training to the commonwealth's adult education staff. The policy changes that were implemented in this project year allowed our center to more effectively serve the staff in our region.

Comments: We have found that after two years of administering this project the region's staff are viewing us as a real resource. We are very proud of the working relationship that we have with the region.

PA 99-4021 $ 80,000 AE 3025- 1024

REGION 6 STAFF DEVELOPMENT CENTER

Dr. Beverly Smith
Catholic Charities
Immigration and Refugee Services
900 North 17th Street
Harrisburg PA 17103
(717) 232-0568

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Administration

Purpose: The purpose of the Region 6 staff development project was to provide appropriate training to adult education providers in the eight counties of the region.

Procedures: The Region 6 staff surveyed the training needs of adult education providers in the region. Based on the survey findings, Region 6 provided seventeen large training workshops, published six newsletters containing adult education information, provided funding for tuition reimbursement and action research projects, provided technical assistance, and served as a resource for adult education providers in the region.

Summary of Findings: The Region 6 staff development project received favorable evaluation of its training programs and positive feedback on its other services. The project was heavily used by adult education providers in the region, which seems to indicate that the regional model of staff development is a viable and positive one.

Comments: The project was limited by its part-time staff; more could be done with full-time staff. There was some confusion over the role of the regional staff development projects, but overall the project went very smoothly.

PA 99-4010 $ 80,000 AE 3025- 1025

REGION 7 TRI-VALLEY LITERACY STAFF DEVELOPMENT CENTER

Dr. Judith Rance-Roney
Lehigh University
33 Coppee Drive
Bethlehem PA 18015
(610) 758-6347

PRODUCTS:

Final Report
Independent Learning Packets

DESCRIPTORS:

Staff Development	Administration

Purpose: Tri-Valley Literacy implemented a comprehensive staff development program for the adult educators of Region 7 during the 1993-94 grant year. This model program delivered specific events in response to a Regional needs assessment survey. Its organizational structure, based on the Model Indicators of Program Quality provided preservice programs and mentoring for new instructors, as well as intermediate and advanced programs for experienced educators. Teleconferences on workforce education were presented in partnership with the Iacocca Institute.

Procedures: A total of 15 workshops and 6 inservice programs were presented on topics including Multiculturalism, ESL, Learning Disabilities, Quality Indicators, Tutor Training, Psycho-Social Aspects of the Adult Learner, GED Math, Motivation/Self-Esteem, Grant Writing,Life Skills/Literacy and Corrections Education. Computer networking seminars were held at Lehigh University, and an intensive 5-day workshop was presented on Intercultural Community Building. Independent learning packets were written for Tri-Valley on the topics of Quality Indicators, GED Math, How to do Action Research, Whole Language in Adult Education, and Writing for the GED. Action research projects were completed on Learning Styles and Leadership Assessment Instruments.

Summary of Findings: Adult educators requested staff development training on a wide variety of topics. Programming needed to be developed on appropriate levels for both novice and experienced educators. Activities had to be offered in both daytime and evening sessions, and they needed to be repeated in different geographical areas throughout the region.

Method of Evaluation: Written evaluations were completed by participants at the conclusion of each program, and this feedback impacted subsequent events. Monthly and mid-year reports were submitted to the PA Department of Education, and Sheila Sherow, D.Ed., conducted the third party evaluation through program visits, examination of documentation, and interviews with Advisory Board members.

PA 99-4014 $ 80,000 AE 3025- 1026

REGION 8 STAFF DEVELOPMENT CENTER

Judith M. Bradley
Cabrini College
610 King of Prussia Road
Radnor PA 19087-3699
(215) 971-8518

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Administration

Purpose: The project proposed to assist the Bureau of Adult Basic and Literacy Education to implement the state plans for teacher training and staff development and the indicators of program quality in a four county area (Bucks, Chester, Delaware, and Montgomery counties.) This project also proposed to conduct an informal needs assessment, deliver staff development training, in-service training, and information in response to the assessments. The Center was to continue links between research, exemplary and innovative programs, projects and materials and the local programs. The target audience was ABLE program administrators, directors, supervisors, teachers, counselors, tutor trainers, tutors, support staff, and classroom volunteers.

Procedures: The purpose stated above was achieved through dissemination of eleven (11) newsletters, and through the provision of eleven (11) traditional workshops, eight (8) non-traditional workshops, technical assistance, in-service visits and site visits. Video teleconferences, video workshops and small interaction groups were some of the methods used for the non-traditonal workshops. An all day Corrections Education Workshop was provided to reach this unique audience, the corrections educators.

Summary of Findings: This year the needs assessment was completed by means of personal contact through visits and phone calls. It has been determined that there was an increase of 17% over last year in the number of persons attending training in Region 8 and a 15% increase in the number of presenters. There was an 81% increase in the use of tuition reimbursement funds. A third party evaluation was completed. Video workshops with a moderator and the use of video tapes for in-home staff development were staff development methods used extensively throughout the Region. Training offered on-site to small groups proved most effective and beneficial.

Comments: Workshops were provided on site at the request of programs in order to meet the specific needs of individual programs and staff. This format, along with repeat workshops by the same presenter, have proven to be the best accepted and most effective in Region 8. Programs have begun to understand the purpose and usefulness of the Center.

PA 99-4020 $ 80,000 AE 3025- 1027

REGION 9 STAFF DEVELOPMENT PROJECT

Donna Cooper
Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia PA 19102
(215) 875-6602

PRODUCTS:

Final Report
Briefing Papers

DESCRIPTORS:

Staff Development	Administration

Purpose: The Mayor's Commission on Literacy (MCOL) organized five varying activities for staff development in Region 9: customized staff development training to meet the individual needs of literacy practitioners; action research to encourage practitioner research; tuition reimbursement for professional growth; technical assistance for educators and administrators to enhance their programs; and supplemental educational materials for staff development concerns.

Procedures: The Region 9 staff development needs were determined by an assessment survey of the adult literacy practitioners in Philadelphia. Twenty-three staff development workshops were offered in a series format. Each series provided customized workshops to address 5 areas of expertise within adult education programs: administrators and support staff; intermediate to experienced educators (more than 3 years in the field of adult education); beginning to intermediate educators (less than 3 years); English as a Second Language instructors; and, volunteers. Action research activities used the practitioner inquiry model employing 5 mentors and 9 mentees. Tuition reimbursement was offered to practitioners who attended classes to promote growth in their occupations. Technical assistance activities encouraged practitioners to adopt/adapt former Section 353 Projects. All of these staff development activities were enhanced by the acquisition of educational materials and accessing the PennLink services.

Summary of Findings: Service providers had opportunities to develop their skills (i.e.,assessments, planning groups, technical assistance, action research, college courses, networking,and phone conversations). How well these needs were met was determined by the service providers via focus group meetings, retreat, evaluation responses and surveys. All information was kept on a database. Dr. Eugene Kray evaluated how the participants identified their needs, received the desired staff development and evaluated the activities.

Comments: Some of the changes between the proposal and what was ultimately offered were based on the results of the needs assessment. 8 more workshops than proposed were offered in half day format vs. full day. Increasing the number of sessions caused the attendance rate to be lower for each workshop but the overall attendance number was what was proposed. The percentage of evaluations received was higher than proposed. Tuition reimbursement went to eighteen individuals and thirteen briefing papers were completed. Four additional on-site workshops and a teleconference were achieved.

PA 99-4024 $ 12,500 AE 3025- 1028

RESEARCH DISTILLED: PRACTICAL SUMMARIES OF ADULT EDUCATION 353 RESEARCH PROJECTS, 1989-93

Tana Reiff
New Educational Projects, Inc.
P.O. Box 182
Lancaster PA 17603
(717) 299-8912

PRODUCTS:

Final Report
32-page publication of research summaries

DESCRIPTORS:

Research
Annotated Bibliographies

Purpose: To provide, in an accessible format, information on research projects conducted under Section 353 grants.

Procedures: Searched available lists of Section 353 projects conducted nationwide; discerned those projects of a research nature; obtained final reports of those research projects; reviewed and summarized the reports; compiled a 32-page booklet of these summaries.

Summary of Findings: A total of 47 Adult Education Act projects were summarized; 43 conducted under Section 353 and four from other funding sources under the Act.

Comments: An unanticipated finding was that severe gaps in the 353 dissemination system exist, as observed in the process of trying to secure reports from states other than Pennsylvania. Also, significant weaknesses in project design were discovered in all but a few of the reports.

PA 98-4011 $ 29,989 AE 3025- 1029

RESEARCH ON CURRENT ABLE SERVICES AND RECOMMENDATIONS FOR ACHIEVING PENNSYLVANIA 2000 GOAL 6

Dr. Eunice N. Askov
Institute for the Study of Adult Literacy
Pennsylvania State University
204 Calder Way, Suite 209
University Park PA 16801-4756
(814) 863-3777

PRODUCTS:

Final Report
Database and list available from Institute

DESCRIPTORS:

Research

Purpose: The purpose of the project was to develop a comprehensive database of state adult literacy service providers that could be used to provide valuable information on service provision to public and private organizations and individuals.

Procedures: The project team developed a survey and distributed it by mail to 2,911 known and potential adult literacy service-providing organizations throughout the state, including Pennsylvania Department of Education funded programs, literacy councils, libraries, and to businesses with over 500 employes. The survey questioned organizations on six areas, including services, staffing, sites, outreach, technology and funding. Project staff constructed a database of information on these organizations and analysed data from each of the six areas.

Summary of Findings: Three hundred and twenty-four of 948 responding organizations indicated that they provide literacy services. The largest categories of providers are community-based organizations (CBOS), school districts, and literacy councils (several literacy councils identified themselves as CBOS). While each type of responding organization has its own unique profile, there are some general findings regarding service-providing organizations. The types of services most likely to be provided by responding organizations overall are Adult Basic Education (ABE), General Educational Development or Alternative Secondary Education (GED or ASE) and basic literacy services. Responding organizations reported approximately 70,000 students being serviced across all categories of services. The greatest number of students are served by ABE, English as a Second Language (ESL), and GED/ABE services. Responding organizations reported 10,029 volunteer tutors, 1,270 part-time teachers/coordinators, and 591 full-time teachers/coordinators involved in adult literacy service provision. Responding organizations use "traditional" technologies (chalkboard, newspaper, and videocassette recorder/player) for instruction and report access to traditional technologies for staff training and information sharing. Responding organizations mainly use government funds to provide services.

Comments: In spite of attempts to maximize return of surveys, not all providers responded to the survey: for example, 73 percent of PDE funded programs returned surveys. The results of the analyses should be viewed with caution, but they do allow some general conclusions about the populations of Pennsylvania service providers.

PA 99-4029 $ 10,517 AE 3025- 1030

SCIENCE AND MATH APPLICATIONS

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

- Final Report
- Curriculum

DESCRIPTORS:

Science	Mathematics
Curriculum	

Purpose: "Science and Math Applications" was developed to promote confidence in the math and science abilities of ABE students. It helped students extend their knowledge of science and math, as well as correlate these two subject areas to their everyday life by using both textbooks and hands-on activities.

Procedures: The project "Science and Math Applications," was facilitated by instructors of the Adult Education and Job Training Center. A curriculum was developed by instructor Lori Lauver which utilized somewhat traditional teaching methods to teach basic science and math concepts with reinforcement through hands-on activities. The audience targeted was 20 ABE students who expressed a desire to increase their math and science abilities and who expressed an initial fear of science and math.

Summary of Findings: Evaluation of "Science and Math Applications" was based upon several factors: 1) development and use of "Science and Math Applications" curriculum. The curriculum was developed and utilized throughout the project; 2) participation of 20 Adult Basic Education students in the program. This number was exceeded as 33 ABE students participated; 3) the performance of hands-on activities that promoted concept retention. Pre- and post-assessment data was reviewed and showed that, on the average, student grade levels rose two levels during their time in the program; 4) a final report, including detailed curriculum, outline

and bibliography was produced.

Comments: The value of this project is high, and use is recommended for use with ABE students who have anxieties pertaining to math and science. Students gained confidence and interest in their science and math abilities and often left the program with a new attitude towards these subject areas.

PA 98-4048 $ 31,810 AE 3025- 1031

SHARING LITERACY MODELS: DEAF ADULTS, DEAF CHILDREN, AND THEIR FAMILIES

Rosemary P. Garrity
Western Pennsylvania Center for the Deaf
Center On Deafness
300 Swissvale Avenue
Pittsburgh PA 15218
(412) 371-7000

PRODUCTS:

Final Report
Communications Ideas Booklets

DESCRIPTORS:

Family Literacy
Technology
Special Needs

Purpose: The purpose of Sharing Literary Models was to develop an instructional video program and related print materials combined with literacy training, peer sharing, and reading practice opportunities targeted to families of young children in which at least one member is deaf.

Procedures: A captioned 22 minute video tape, "It's Never Too Early: How You Can Increase Literacy in Your Deaf Child", was made showing techniques for teaching literacy used by deaf parents of deaf children and hearing parents of deaf children. Four companion booklets which supplement the tape were made. They are: Training Manual, Infant, Toddler, and Preschool.

Summary of Findings: The videoprogram was produced and vignettes were matched with particular literacy strategies needed by parents of deaf children. Analysis of data using Wilcoxon and T-test statistics found that there were significant increases in positive attitudes toward literacy and positive modeling by deaf role models. There was a variability which indicated that environmental variables may affect the development of literacy. Finally, the children were so young and at such an early growth stage that true gains are difficult to assess.

Comments: Deaf parents of hearing children were not used because the needs and literacy strategies for this group were too different to be able to incorporate them into the videoprogram, reading sessions, and workshops.

PA 99-4032 $ 4,618 AE 3025- 1032

STAFF DEVELOPMENT COURSE ON LEARNING DISABILITIES

Dr. Richard Cooper
Center for Alternative Learning
30 Summit Grove Avenue
Bryn Mawr PA 19010
(610) 525-8336

PRODUCTS:

Final Report

DESCRIPTORS:

Special Needs Staff Development

Purpose: This project proposed to provide a staff development course about adults with learning problems to agencies in Southeastern Pennsylvania. Dr. Richard Cooper, Director of the Center for Alternative Learning, developed and conducted this nine hour course to provide in-depth training for adult basic education teachers and volunteer tutors. This course was developed and offered in response to the request from adult education teachers for information about learning disabilities and techniques for teaching this growing population in adult education.

Procedures: This course was developed to provide teachers with an understanding of the various behavioral characteristics of learning problems and the degree to which these problems are commonly manifested in students enrolled in adult education programs. The course was scheduled and offered twice, once in Center City Philadelphia and repeated at the Center for Alternative Learning in Bryn Mawr. The course was presented in both lecture and discussion form. The materials for the course are included in the final report.

Summary of Findings: This staff development project provided adult educators with in-depth training about learning differences, problems and disabilities and different approaches to the teaching of reading, writing, spelling and math. The adult education teachers reported that the course was very helpful and provided them with techniques which they could use immediately with their students.

Comments: Because of the severe winter, there were fewer participants involved in these workshops. But since the course is now developed, it can be repeated at agencies in Pennsylvania and in other states.

PA 99-4036 $ 17,162 AE 3025- 1033

STAFF DEVELOPMENT FOR THE IMPROVEMENT OF THE TEACHING OF ESL TO ASIAN ADULTS

Vuong G. Thuy
Indochinese-American Council
4936 Old York Road
Philadelphia PA 19141
(215) 457-0272

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development ESL

Purpose: To provide ten (10) staff development workshops on a variety of topics for ESL program administrators, teachers, tutors and volunteers during the fiscal year 1993-1994. The workshops were designed to familiarize ESL teachers of Asian adults with Asian cultures, teaching and learning styles and at the same time suggest hands-on approaches that can be used effectively with this population.

Procedures: 1) Announcement of workshops; 2) Enrollment of attendees; 3) Workshop presentations; 4) Questionnaires.

Summary of Findings: NA

Comments: 1) Attendance was poor whenever there was inclement weather. 2) Workshops conducted on week-ends did not seem to attract program administrators and professional ESL teachers. 3) Participants were very interested in hands-on approaches.

PA 99-4033 $ 9,966 AE 3025- 1034

STAFF DEVELOPMENT WORKSHOPS ABOUT LEARNING DISABILITIES

Dr. Richard Cooper
Center for Alternative Learning
30 Summit Grove Avenue
Bryn Mawr PA 19010
(610) 525-8336

PRODUCTS:
Final Report

DESCRIPTORS:
Special Needs Staff Development

Purpose: This project proposed to provide a staff development workshop about adults with learning problems to agencies throughout the state. Dr. Richard Cooper, Director of the Center for Alternative Learning, traveled to adult education programs in Pennsylvania to train adult basic education teachers and volunteer tutors. Nine different workshops were available through this project and topics ranged from understanding learning differences, problems and disabilities to alternative instructional techniques.

Procedures: The workshops were scheduled on a first come first served basis and scheduled at times and locations convenient to the participants. The workshops were a combination of lecture and time for questions and answers. The lecture part of the workshop provided participants with information about learning problems and methods for teaching various subjects to these students.

Summary of Findings: This staff development project provided adult educators with an opportunity to learn about learning differences, problems and disabilities and different approaches to the teaching of reading, writing, spelling and math. The adult education teachers and volunteer tutors reported that the workshops were very helpful and provided them with techniques which they could use immediately with their students.

Comments: Because of the severe winter there were fewer participants involved in these workshops. Instead of the expected 500 participants about 350 teachers and adult students attended these staff development workshops.

PA 99-4008 $ 14,211 AE 3025- 1036

STAFF DEVELOPMENT: IN-SERVICE IMPROVES INSTRUCTION

Carol Duff
CIU 10 Development Center for Adults
Centre County Vo-Tech School
110 East Bald Eagle Street
Lock Haven PA 17745
(717) 893-4038

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

Purpose: The project proposed to enable adult educators, via in-service workshops, to: 1) recognize learning disabilities in adult students and to teach students how to circumvent their learning barriers in order to achieve their goals. 2) develop and utilize techniques which identify and relieve teacher burnout. 3) assist students, who often do not have access to guidance counselors, in properly completing state and federal financial aid, student loan, and scholarship forms and applications. 4) develop and utilize techniques which overcome teaching difficulties which arise due to the open entry/open exit enrollment format.

Procedures: This project was geared to adult educators in rural central Pennsylvania and proposed to address the barriers that prevent students and teachers from achieving success in the adult education environment. The topics that this project proposed to address were indentified as necessary and relevant by adult educators who participated in the staff development workshops held at the Clinton County Development Center for Adults under Special 353 Project: Catch Them, Calm Them, Keep Them during 1992/1993. Guest lecturers presented topics via seminar format.The seminars were offered in October 1993, April 1994 and May 1994. The topics were: Identifying and Overcoming Learning Disabilities in Adult Students, Recognizing and Avoiding the Causes of Teacher Burnout, Completing College Admission and Financial Aid Forms and Applications, and Overcoming the Barriers of the Open Entry/Open Exit Classroom. The target audience of this project was adult educators located in rural counties in central Pennsylvania including Centre, Clearfield, Clinton, Columbia, Lycoming, Mifflin, Montour, Northumberland, Snyder, and Union counties. The counties listed cover approximately 8,000 square miles of central Pennsylvania. Minimum driving time and distance were primary considerations in determining which counties to include. As space permitted, adult educators from outside the target area were welcome to participate.

Summary of Findings: In-depth discussions the days of the workshops and comments made on post evaluation forms completed at each workshop confirmed the need for in-service training to make adult educators aware of the barriers adult students face and the techniques the educators can use to aid their students. Follow-up evaluation forms completed one month after the workshop indicated rapid implementation of information gathered at the staff develoment day.

PA 99-4028 $ 19,139 AE 3025-1037

STAFF DEVELOPMENT: UNDERSTANDING OUR YOUNGEST STUDENTS

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Training Packets

DESCRIPTORS:

Staff Development

Purpose: "Staff Development: Understanding Our Youngest Students" addressed local staff development needs to instruct adult education practitioners on information and instructional strategies to enable them to better perform their jobs as teachers of adolescents and "at risk" students. Through a series of five workshops we were able to supply staff with practical skills in classroom management and instructional strategies.

Procedures: Staff developed content/topics/presenters for workshops. Five workshops were held covering: 1) adolescent development and working with "at risk" youth; 2) classroom/behavior management relating to adolescents; 3) curriculum-based assessment; 4) instructional strategies; 5) applied experiences. A training outline was developed, included in the final report, and can be easily reproduced.

Summary of Findings: Attendance at all four workshops was excellent, with 20 practitioners at each. The response for the workshop was positive as demonstrated by written evaluations from the participants.

Comments: The workshops on Understanding Our Youngest Students provided much needed staff development to new and experienced staff. Staff particularly responded well to the refresher on adolescent development, strategies for working with "at risk" youth and instructional strategies.

PA 98-4042 $ 14,074 AE 3025- 1038

STEPS TO SUCCESS

Mary Jendrey
Alle-Kiski Literacy Council
935 4th Avenue
New Kensington PA 15068
(412) 335-0707

PRODUCTS:

- Final Report
- Tutor Materials

DESCRIPTORS:

Homeless Education Tutoring

Purpose: The purpose of the project was to provide training for 30 adult guests of the Interfaith Hospitality Network with skills that would prepare them to correctly complete job applications; explore job domains; recognize and pursue job opportunities; prepare for a job interview; develop good work attitudes and habits; master daily living skills that would make them proficient in budgeting, securing housing, managing a checking account, and enrolling their children in school.

Procedures: During the intake process for shelter,the guests were informed of the opportunity to participate in the Steps To Success project. If an interest was expressed the participant was then scheduled to meet with a literacy council staff person to proceed with the process. The literacy staff person then gave a thorough overview of the project and pointed out to the participant how he/she could benefit. If participant agreed to enter the project an intake form was completed and an evaluation given. From these two forms and IEP was developed and the participant was matched with the first available volunteer or put into a group session. Once matched the participant began working towards his/her outlined goal. A variety of materials from the published texts for adult learners to the daily newspapers were used. Tutors submitted monthly calendars that helped literacy staff monitor progress. Often times various referrals to other agencies were part of the learning process to help the participant reach stated goals.

Summary of Findings: Only 1% of the projected number of participants took advantage of the project. For those taking advantage it was extremely helpful to use both the written text along with the actual everyday materials such as newspaper ads, applications, rental agreements, etc., to help them fully understand the process and to take advantage of what they had learned. Many because of a lack of basic reading skills were reluctant to even take part in the project, yet did not except the offer of basic reading tutoring. Of the 1% who took part all were successful in reaching their outlined goal. Approximately 45% of the guests in the shelter took advantage of story hours provided for the families with children although they did not individually sign up for the Steps to Success project.

Comments: Most of the participants stayed in the shelter for only a short period. The maximum time allowed was only 8 weeks. Most were only there 2-3 weeks. Once they moved on we were unable to get their continued participation. Many only wanted someplace to stay and were insulted at times by our offer to help with job readiness or daily living skills. The overall shelter population was significantly less than originally anticipated. The children were often present during sessions and distracted the participant. Most were so overwhelmed by their situation that learning was the last thing on their minds.

PA 98-4035 $ 19,775 AE 3025- 1040

SUCCESS STORIES: A CELEBRATION OF ACHIEVEMENT

Dr. Sherry Royce
Royce & Royce Inc.
1938 Crooked Oak Drive
Lancaster PA 17601
(717)569-1993

PRODUCTS:

Final Report
Success Stories Booklet

DESCRIPTORS:

Public Relations

Purpose: SUCCESS STORIES provides technical assistance to the Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing ten Outstanding ABLE students via Midwinter Conference awards ceremonies and publication of the SUCCESS STORIES booklet and flyers.

Procedures: Project staff edited the SUCCESS STORIES nominations, made arrangements for outstanding students' participation at Midwinter Conference and handled payments. Outstanding students were visited at their programs by field managers who took their photographs, advised them about procedures at Midwinter Conference, and assisted program directors (as needed) to provide local honors for award winners. Project staff published SUCCESS STORIES: A Celebration of Achievement and accompanying flyers and conducted project evaluation as well as a study of award winners over the past 10 years,in order to identify characteristics of their programs.

Summary of Findings: Nine of 10 award winners attended Midwinter Conference despite the inclement weather and the 10th faxed her statement which was read at the awards session. The research study for past winners indicated that while 20 programs supplied 76 of the 100 award winners,awards were distributed across the state in line with population density and instructional level and were evenly distributed as to type of institution.

Comments: Due to the change in PDE staff in August 1993, the Sharing Student Success pamphlet was not revised. Process evaluation indicated that differences in cultural background (immigrants vs. learning disabled) and the amount of information about students provided by the various nominators make the selection process difficult at times. Project evaluation continues to rate this activity as the highlight of Midwinter Conference for many who attend.

PA 99-4003 $ 49,990 AE 3025- 1042

SUMMER INSTITUTE: FOCUS ON ASSESSMENT IN ADULT LITERACY EDUCATION

Rita M. Bean
University of Pittsburgh
School of Education
5T01 Forbes Quadrangle
Pittsburgh PA 15260
(412) 648-1774

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Assessment

Purpose: The overall goal of the institute was to enable program administrators and instructors to hear experts in the field of adult assessment discuss, in depth, the issues which are common to all adult literacy providers. Participants had opportunities to broaden their knowledge base about formal and informal assessment and participate in problem solving activities about assessment issues relevant to their day-to-day professional lives.

Procedures: On each day all participants had the opportunity to attend information giving sessions, small group interactive sessions, and sessions focusing on authenic learning tasks. Each participant received institute evaluation forms for the small group sessions, workshops and overall effectiveness of the institute including the quality of the keynote addresses.

Summary of Findings: Of the 95 participants, 43% were administrators, 37% instructors, 12% counselors, and 8% were volunteers. Fifty percent of the participants identified themselves as experienced in the area of adult literacy. The majority of participants agreed that the content of the workshops and small group sessions were relevant, well organized, and highly effective, with an adequate balance between information giving, hands-on activities and time to ask questions and interact.

Comments: Overall, this institute was successful and accomplished its goals in addressing the needs of a diverse group of literacy providers. The following recommendations may be helpful in developing future workshops. First, keynote speakers need to incorporate adequate opportunities for group interaction. Second, keynote speakers need to provide practical examples so participants can make connections between theory and practice. Third, participants would benefit from more handouts so they could have the opportunity to revisit information at their leisure and/or share with colleagues. Finally, participants should be provided with lists of references so they could become more knowledgeable about where to find additional information to answer current and future questions.

PA 99-4002 $ 29,550 AE 3025- 1039

SUMMER INSTITUTE FOR CORRECTIONAL EDUCATORS

William D. Mader
Bureau of Correction Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333
(717) 783-9224

PRODUCTS:

Final Report

DESCRIPTORS:

Correctional Education Staff Development

Purpose: The purpose of this 353 Staff Development Grant was to provide staff development training to correctional educators working within the Commonwealth's correctional system. Staff from the state, county and federal prisons were involved with the institute.

Procedures: A general design that included staff from county and state instututions was developed in cooperation with the Bureau of Adult Basic Literacy and Basic Education. All 34 and 35 funded institutions were informed of the training session. All costs of participation were incurred by the grant, if an attendee provided documentation of program involvement.

Summary of Findings: Total attendance for the 3-day conference was 191. Evaluation of the sessions indicate generally good workshops. There were suggestions for future topics such as assessment of vocational students, L & D strategies, and adult basic education principles.

Comments: There appears to be a need for a staff in-service for correctional education staff. There is a need in the county system and the juvenile justice system i.e., the detention centers.

PA 98-4030 $ 24,700 AE 3025- 1043

T.V. MATH--VIDEO TRAINING FOR TUTORS

Donna Cooper
Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia PA 19102
(215) 875-6602

PRODUCTS:
Final Report
Videotape ("Math Anxiety")

DESCRIPTORS:
Mathematics Technology

Purpose: To develop and produce a training video to aid volunteer tutors and paid adult educators in meeting the numeracy needs of their adult learning constituents. The specific goal was to develop a thirty minute videotape that provides tutors with concrete methods, techniques and activities to help learners improve their numeracy skills.

Procedures: Representatives of various adult education programs/advocacy groups who had expertise or interest in math were invited to comprise the design team to collaborate on the content of the video. A scriptwriter, a production company and a post-production editing facility were retained to execute the actual production of the video. The design team also developed the video's viewer guide.

Summary of Findings: A survey of the numeracy needs of local adult education programs and tutors indicated that many tutors, while adequately trained to help learners improve their reading skills, received little or no training in math. Feelings of "math anxiety" were common in tutors as well as learners. The video, the first in a planned series, addresses ways to overcome math anxiety.

Comments: The video format for training purposes is an effective, efficient, flexible, economical training tool that presents a consistent training message. The viewer's guide makes it possible to reinforce and expand upon the information included in the video. Video is a readily available vehicle for teaching and learning purposes. The up-front costs represent the most significant barrier to its widespread use at this time.

PA 98-4038 $ 4,928 AE 3025- 1044

TEACH YOUR CHILDREN: LEARNING DIFFERENCES

Carol Molek
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MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
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PRODUCTS:

Final Report
Training Packet

DESCRIPTORS:

Learning Style
Family Literacy

Purpose: "Teach Your Children: Learning Styles" addressed state priority C.2, a grant supporting local project needs. A three-part series of evening workshops, it helped ABE parents identify learning styles, communication and advocacy skills, and assertiveness and self-esteem.

Procedures: The three "Teach Your Children: Learning Differences" workshops were facilitated by instructors of the Adult Education and Job Training Center. The adaptation of "Self-Esteem for Parenting", a curriculum developed by the Center for Literacy in Philadelphia, consisted of learning activities, discussions, and guest speakers who encouraged parents to recognize learning skills and to develop advocacy and communication techniques. The audience targeted was 15-20 ABE parents who expressed a desire to develop communication, study and advocacy skills. A final report including curriculum outline was produced.

Summary of Findings: Evaluation of the project was based upon several factors: 1) modification of "Self-Esteem for Parenting" (see AE 3025-789, 1991-92,PA) to prepare the three workshops; 2) serving 15-20 ABE parents during the program year. This number was exceeded as 18 parents attended; 3) pre- and post-assessment data. Post-assessment data showed that not only did parents gain information which they could use with their children in identifying learning styles and improving study habits, but they also developed more positive self-esteem which helps them to do the same for their children. Advocacy skills were also enhanced; 4) a final report. A final report was produced.

Comments: The value of this project is high. It is recommended for use with other groups. Parents gained important insight into the area of learning differences and came away from the workshops with activities to use with their children.

PA 98-4000 $ 4,000 AE 3025- 1045

THRESHOLDS: A PROGRAM TO INCREASE THE RETENTION IN AFRICAN-AMERICAN MEN IN A LITERACY PROGRAM

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Greater Pittsburgh Literacy Council
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Pittsburgh PA 15206
(412) 661-7323

PRODUCTS:

Final Report

DESCRIPTORS:

Ethnic Groups Recruitment/Retention

Purpose: The purpose of the mini-grant "Thresholds" was to increase the retention of students, particularly African American men, in GPLC's literacy program. This was to be achieved by having a group of students work through a self esteem program based on improving goal-setting and decision making skills.

Procedures: This program was taught with a workbook written on a fifth grade level. The first classes of Thresholds dealt with self worth and self development from adolescence to adulthood. Individual experiences were related to Black History. Time lines and strategies for accomplishing goals were developed by each participant. Later classes were spent working through the material in the workbook, basically a decision making unit with seven components.

Summary of Findings: Fourteen people participated in the course. This was a good deal lower than the thirty that we had wished to enroll. Attendance at the 10 week (12 hour) sessions ranged from nearly perfect (three students attended 11.5 hrs) to 3 hours (two students). The average attendance was 6-8 hours. The ultimate impact of the class on retention of these students cannot be determined at this time. Nine of the fourteen students who participated in the project were still enrolled with GPLC through

June 1994. We will follow these students through 1994/95. At that time we will compare the attendance rates of the students who participated in Thresholds with a control group of student who did not.

Comments: There are some things that we will change before offering this class again. We will make recruitment on-going and try to involve more of our community referral sources. This time we relied too heavily on students who had already approached our agency so few new students were drawn in as a result of the class itself.

PA 99-4007 $ 15,572 AE 3025- 1046

TNT: TEAMS NEED TRAINING

KayLinn Hamilton
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110 East Bald Eagle Street
Lock Haven PA 17745
(717)893-4038

PRODUCTS:
- Final Report
- Manual and Workbook

DESCRIPTORS:
- Workforce Education
- Staff Development

Purpose: This project proposed to assist adult educators teach team training by: 1) developing a team training for use by adult educators in teaching teamwork skills in workforce literacy programs; 2) providing two, one-half day seminars to assist adult educators with effectively using the curriculum in their workforce literacy teaching efforts.

Procedure: This project was geared to adult educators in Pennsylvania who work in Workforce Literacy Programs The curriculum addressed skills that employees need to help them understand the team concept and become productive members of teams. Topics addressed in the curriculum and seminars were conflict resolution, problem solving, effective communication, decision making, motivation, leadership, self-esteem and interpersonal relations. Seminars were offered in January 1994 and again in April 1994.

Summary of Findings: Discussion held during and after each seminar confirmed the need for team training skills among adult educators as well as their students. Many adult educators were surprised by some of the results of the activities presented during the seminars. The curriculum was prepared and included a variety of activities for adult educators to use in conjunction with their workforce literacy programs.

Comments: Self-directed work teams are becoming more popular in American companies. In order to work effectively as teams, employees must understand the team concept to become productive.

PA 98-4021 $ 17,176 AE 3025- 1047

TOPICS FOR LEHIGH COUNTY SENIORS II

Lauren K. Giguere
Lehigh County Community College
609 Hamilton Mall
Allentown PA 18101
(610) 776-1998

PRODUCTS:

Final Report
Curriculum for Senior Citizens

DESCRIPTORS:

Older Adults Curriculum

Purpose: The project proposed to develop and produce a set of replicable, exportable curriculum packages which were designed to meet the needs and interests of senior citizens. The curriculum presented topics which were critical to the daily lives of older adults while integrating basic skills. Packages were then made available to similar agencies desiring to offer programming to older adults.

Procedures: Classes met for each topic approximately 6-8 sessions during the fall and spring term. Each teacher kept a record of specific details which were written into the curriculum packages.

Summary of Findings: Participant and instructor feedback on curriculum and instruction were noted on evaluation forms and in verbal communication. The students' learning gains were assessed by oral and written testing. The packages were evaluated against preset design criteria.

Comments: The findings were in agreement with the original hypothesis and no major barriers to the overall success of the project were noted.

PA 99-4012 $ 14,460 AE 3025-1063

TRAINING COMMUNITY LEADERS AS ESL VOLUNTEERS

Dr. Linda V. McCrossan
Adult Literacy Center of the Lehigh Valley
530 Hamilton Street
Allentown PA 18101
(610) 435-0680

PRODUCTS:

Final Report
Handbook

DESCRIPTORS:

ESL

Purpose: This project proposed to develop: 1) a plan to recruit community leaders and individuals as conversational aides for ESL classrooms; 2) a model for recruiting and training community leaders as aides; and 3) a handbook documenting the recruitment and training.

Procedures: The procedures included: 1) reviewing available tutor training materials and ESL resource materials on teaching auditory and speaking skills in ESL; 2) identifying recruitment and training strategies; and 3) developing classroom teaching activities and recommendations for teachers on how to use conversation aides.

Summary of Findings: Findings included that all classroom aides wanted to return, students used the experience as a self test of their fluency, students needed formal instruction with the teacher and conversational aides were best utilized at the end of a class session rather than throughout sessions.

Comments: Although the project originally intended to use conversational aides for a six week period of time, this proved to be impractical because of the beginning levels of ESL students involved with the project. Aides were surprised at the diversity of students in the classrooms, the goals and the expressed need for learning English.

PA 98-4014 $ 12,453 AE 3025- 1048

TRANSITION TIME: STUDENT GOALS BEYOND THE GED

Amelia O. Belardo-Cox
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia PA 19125
(215) 426-8610

PRODUCTS:
Final Report
Manual: "Transition Time"

DESCRIPTORS:

GED Career Guidance

Purpose: We developed a teachers' manual which will assist GED teachers in incorporating a focus on career planning and goal setting in the GED curriculum. It will attempt to help GED students make successful transitions to employment, job training and/or further education.

Procedures: The manual was developed by: surveying past graduates, GED teachers and present GED students to determine topics for workshops; choosing the topics, then finding appropriate materials and speakers; conducting field tests in three different GED classrooms; writing, rewriting, revising, and finally printing the manual; conducting staff development workshops and disseminating the manual.

Summary of Findings: The workshops were developed and field tested, and from these a teachers' manual was written. The workshops were evaluated in a post survey of teachers and students. A comparison of retention rates October-December, (all GED students, 64%) and January-March, (GED students in the first field test, 76%) was made.

Comments: The workshops were considered very useful and important by GED teachers and students in the field tests. Some students came to envision futures for themselves that they had never considered before.

PA 99-4025 $ 45,407 AE 3025- 1050

UNDERSTANDING AND HELPING ADULTS LEARN

Gary Dean
Indiana University of Pennsylvania
206 Stouffer Hall
Indiana PA 15705
412-357-2470

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

Purpose: The purpose of this project was to develop and implement a three day training institute for adult basic educators in Pennsylvania. The topic of the Institute was "Understanding and Helping Adults Learn". The Institute was attended by 84 participants and was divided into four major components or sessions. These sessions were 1) assessing personal teaching skills, identifying the characteristics of good adult educators, and developing a professional development plan; 2) identifying the characteristics of adult learners; 3) understanding multicultural issues and learning styles; and 4) developing and planning learning activities. The institute consisted of both didactic and interactive learning activities designed for individual, small group, and large group instruction. Evaluation of the institute indicated that it was a positive experience for most of the participants.

PA 98-4025 $ 5,000 AE 3025- 1051

VIDEO INSTRUCTIONAL COURSE FOR GED TEACHERS

Daniel G. Tempestini
Erie City School District
2931 Harvard Road
Erie PA 16508
(814) 871-6656

PRODUCTS:

Final Report
Videotapes (4) and Math Exercises

DESCRIPTORS:

Staff Development Technology

Purpose: This project was developed to prepare and offer teaching strategies to teachers of Adult Education, particularly those who work in evening or part-time programs and may not be well acquainted with the subject area of mathematics. This innovative instructional method, developed by Ruzzier, was recorded in 30 segments with accompanying exercises.

Procedures: The general design of the project included three steps. 1) The innovative teaching curriculum was prepared and adapted for a video lesson format. 2) Each segment of the instructional video was recorded. 3) Tapes were duplicated and booklets of accompanying exercises were printed.

Summary of Findings: The videos have been favorably reviewed by local adult educators and the staff development project coordinator.

Comments: Due to the hectic schedule of the Instructional Media Center and Printing Department of the School District of the City of Erie in preparation for the coming school year, tape duplication and exercise booklets have been delayed.

PA 99-4013 $ 43,419 AE 3025- 1053

WHAT'S THE BUZZ? PENNSYLVANIA'S ADULT BASIC AND LITERACY EDUCATION DISSEMINATION NEWSLETTER

David W. Fluke
Adult Education Linkage Services
Box 214
Troy PA 16947

PRODUCTS:

Final Report
Newsletter

DESCRIPTORS:

Dissemination

Purpose: The purpose of the project was to produce and disseminate to adult basic and literacy education practitioners in Pennsylvania a newsletter containing relevant information designed to meet their professional development and awareness needs.

Procedures: The project prepared and disseminated an 8-12 page newsletter for the months September, 1993 through June, 1994. Information contained in the newsletters came from a variety of sources including conferences, workshops, staff development centers, the Bureau of Adult Basic and Literacy Education, clearinghouses, professional publications, Literacy Resource Centers, professional organizations/individuals, the federal government and others. The newsletter was mailed to between 3,000 and 3,500 adult education practitioners each month.

Summary of Findings: Although not a research project, feedback from readers throughout the state indicated the need for such a dissemination instrument to keep adult education practitioners informed.

Comments: On the basis of responses from readers and an analysis of the content and format of the newsletter, a recommendation was made to expand to 12 pages each month and change the format/graphics to enhance the readability and attractiveness of the newsletter.

PA 98-4004 $ 50,000 AE 3025- 1054

WHEN BONDS ARE BROKEN: YEAR II

Dr. Manuel Gonzalez
Northampton Community College Adult Literacy Program
3835 Green Pond Road
Bethlehem PA 18017
(610) 861-5427

PRODUCTS:

Final Report
Curriculum Modules

DESCRIPTORS:

Correctional Education Family Literacy/Curriculum

Purpose: In order to break intergenerational patterns of literacy-related problems, four ten week cycles of a family literacy programming provided direct literacy as well as family literacy instruction for fathers incarcerated in Northampton County Prison. The program facilitated changes with the men to heal the broken relationships with their children.

Procedures: Ten to twelve fathers per cycles of fifty hours each participated in six hours weekly of ABE,ESL, or GED preparation and in six hours weekly of parenting skills instruction. Parenting skills instruction included communication, reflective listening, child development stages, self-esteem,values and attitudes, and enrichment activities. A workshop format allowed the fathers to develop weekly communication with their children through sending letters, pictures, drawings, games, and/or audio cassettes of fathers reading with their children. Parenting instruction was provided to the caretakers while the children were visiting with the fathers. The family liaison worker visited each home to assist with communication among the father, the children, the primary caregiver in the community, the prison officials, and the educational system officials. Volunteer tutors were trained to work with the fathers on individualized educational plans and with the children as needed. Parole class instruction in the community afforded a bridge to reintegration and the opportunity to continue the educational changes which had been initiated in the institutional setting.

Summary of Findings: "At Risk Families" of incarcerated individuals need a holistic approach to case management in order to facilitate the risks of individual change and the re-establishment of broken bonds with the ultimate goal of breaking intergenerational patterns of literacy related problems. Many individual systems have been initiated to "deal with" the problems, but the journey through the maze requires coordination and support. The continued support beyond the institutional period is essential for long term reintegration into the family, the workplace, and the community.

Comments: Although instructional materials and curriculum were designed for the initial intended audience, many of the components of the instruction can easily be "lifted" and incorporated into "basic", "life skill", or "workplace" classes in institutional or community classes. The family liaison worker can function as the hub of coordinated services of many systems.

PA 98-4039 $ 5,000 AE 3025- 1055

WOMEN'S AND COMMUNITY ISSUES MAGAZINE

Amelia Belardo-Cox
Lutheran Settlement House Women's Program
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Philadelphia PA 19125
(215) 426-8610

PRODUCTS:

Final Report
Magazine - "What's On Our Minds?"

DESCRIPTORS:

Language Arts Dissemination

Purpose: Two magazines focusing on women's and community issues were produced through the active participation of students and teachers in LSH Women's Program GED classes. Participation in the production of these magazines enhanced student's skill in critical reading, thinking, and essay writing as they read, discussed, and wrote about topics on women's issues and community concerns. The project not only prepared students for the essay portion of the GED Writing Skills test but also enhanced critical reading skill required for the literature, social studies and science portions of the GED test.

Procedures: The magazines were produced by GED, Pre-GED and ABE students and teachers through a process which included: surveying GED classes to determine which of the most current issues were of paramount interest and why; distributing results of the survey to the teachers and students along with some preliminary student writings from the survey; identifying and circulating relevant articles for the issues selected; establishing an editorial review board for selection of student writings for publication of first issue; selecting name and format of the magazine; reading and discussing printed issue 1) submitting, selecting and preparing student writings for issue 2) printing and distributing issue 2.

Summary of Findings: GED students who participated in the project showed some improvement in essay-writing skills as measured by the

Official GED Practice Test and the actual GED Writing Skills test. Although the project was intended for participation by GED level students only, all students enrolled in classes at LSH Women's Program wanted to be involved in some way. Most adults students are eager to find a format for expressing their views on current issues. Almost everyone likes to see their opinions in print. Therefore, being a community-based center, LSH Women's Program felt compelled to expand the focus of the magazine to include the writings of all interested students.

Comments: This was a successful project that met and exceeded its goals and objectives. The finished product, a student magazine, "What's On Our Minds?" was well received by everyone in the community and by the staff at LSH Women's Program.

PA 98-4013 $ 18,793 AE 3025- 1056

WORKER-CENTERED LEARNING: DEVELOPING A BASIC SKILLS CURRICULUM AND MATERIALS IN A UNION SETTING

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Institute of Adult Literacy
Pennsylvania State University
110 Technology Center Building
University Park PA 16802
(814) 863-3781

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Workplace Literacy	Curriculum

Purpose: The purpose of this study was to develop an innovative curriculum and materials to improve the basic skills of adults enrolled in a union based pre-allied health adult basic education program. The project sought to prepare learners to become more effective workers and union members by incorporating worker-centered materials into the curriculum. Objective 1: To develop a curriculum and materials using worker-centered approaches to improve adult learners' basic skills. Objective 2: To train site staff in the use of curriculum and materials. Objective 3: To implement the use of the curriculum and materials in allied health and basic education programs. Objective 4: To evaluate the impact of the curriculum on existing instructional program.

Procedures: Union materials and job-related materials were used to develop the curriculum. The materials were pilot tested in a union-based pre-allied health adult basic education setting.

Summary of Findings: All curriculum and materials were developed. Instructors were trained in the materials and successfully used the curriculum and materials in class.

Comments: The development of a worker-centered curriculum within a unionized context requires a high degree of cooperation between union and project staff. Union staff must be actively involved in all phases of development if the project is to be a success.

PA 98-4008 $ 15,154 AE 3025- 1057

WORKFORCE BASICS

Monty Wilson
Center for Literacy, Inc.
636 South 48th Street
Philadelphia PA 19143
(215) 474-1235

PRODUCTS:

Final Report
Workforce Basics Manuals

DESCRIPTORS:

Workforce Education

Purpose: The purpose of this project was to address workers' needs to upgrade their skills to compete in today's workforce by developing, field testing, and compiling introductory instructional materials to address seven topics common to diverse worksites and to identify a process for applying instruction on these topics to job-specific tasks.

Procedures: Seven topics were identified and instructional materials were developed. For each topic, a student workbook and an instructor's manual were complied. Materials were field tested by 4 teachers in a total of 7 classes with 76 students. Instruction using the materials was evaluated by students, instructors and supervisors.

Summary of Findings: The materials were effective in supporting instruction on the topics identified in more than one worksite. This supports instruction in skills broader than the job-specific skills traditionally addressed in the field and the idea that skills can be applicable in numerous worksites. Materials on three topics were used in their entirety as the basis for instruction or introduction to instruction on a topic. For four of the topics, the materials were used selectively, over the course of the program, and alternately with job-specific materials. The process for adapting instruction to the specific worksite was effective either after the use of the introductory materials or throughout

instruction when the use of Workforce Basics materials and job-specific materials was interspersed.

Comments: All project objectives were met. The materials were evaluated positively by students and instructors. Supervisors and advisory committee members reported an improvement in job performance following instruction that was offered.

PA 98-4017 $ 5,000   AE 3025-1058

WORKPLACE LITERACY SELF-TEST

Dr. Manuel Gonzalez
Northampton Community College Adult Literacy Program
3835 Green Pond Road
Bethlehem   PA 18017
(610) 861-5427

PRODUCTS:
- Final Report
- Curriculum Modules

DESCRIPTORS:
- Workplace Literacy
- Assessment

Purpose: An informal workplace literacy self-test was developed for employees in order to facilitate the enrollment of workers in appropriate literacy programs. Third project expands the adoption of "Moving the Worker into the Classroom," 353 project. (AE 3025-700, 1990-91, PA).

Procedures: A self-test was developed to enable the employee to assess his/her math and reading skills. The math section of the test consisted of 15 questions and the reading section consisted of 10 questions. The test was quick, confidential, self-administered, and self-scoring. In order to evaluate the effectiveness of the self-test, it was field-tested at an open house at a local manufacturing company. Due to the nature of the test, it was not returned by the employee, but an anonymous survey was designed to accompany the test. This survey consisted of a 10 question evaluation. A stamped self-addressed envelope was provided. In addition, copies of the test were sent to six local adult literacy professionals for their review "evaluation."

Summary of Findings and Comments: Though the overall objectives of the grant were achieved in the development of the self-test and the accompanying manual for the employer's use, it was not possible to evaluate the effectiveness of the tool at this point for the following reasons; 1) the time frame of the grant did not coincide with the establishment of workplace literacy programs supported by NCC; 2) the company where the self-test was field-tested did not develop a workplace literacy program due to internal problems and situations.

PA 99-4004 $ 50,000 AE 3025- 1059

WORKPLACE LITERACY: NEW IDEAS AND PROVEN PRACTICES

Dr. Richard Gacka
Northwest Tri-County Intermediate Unit 5
252 Waterford Street
Edinboro PA 16412
(814) 734-5610

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Workplace Literacy

Purpose: 1) To showcase effective workforce training programs in Pennsylvania 2) To provide up-to-date information on issues and trends involved in assessment, evaluation, curriculum, and instructional aspects of workforce literacy programs 3) To provide networking opportunities among workplace educators 4) To plan programming that directly addressed the Quality Indicators through careful selection of sessions topics and by presenters.

Procedures: This project supported attendance of 100 Pennsylvania educators at a Summer Institute entitled "Workplace Literacy: New Ideas and Proven Practices." Invitations were sent to Pennsylvania adult educators using the data bases of the 9 Staff Development regions. Final selection of the participants was made by the PDE Bureau of Adult Basic and Literacy Education. The Institute was held at the Avalon Inn in Erie, PA, beginning on the afternoon of Monday, August 2, 1993 and ended on Wednesday, August 4, 1993, following lunch. Programs consisted of general sessions, concurrent carousel sessionsm and hands-on workshops.

Summary of Findings: Project produced a Summer Institute, consisting of 3 days of staff development programming for adult educators of workplace literacy. The project supported attendance of 100 Pennsylvania educators. Forty-four educators registered. The Workplace Literacy Summer Institute met the staff development needs of all the adult educators who attended. Participants were provided with evaluation forms for all 3 days of the institute.

Comments: According to the evaluations, participants reported having their training needs met and overwhelmingly evaluated the Institute a success. The number of people attending the Institute could be increased if the decision of where the Institutes were to be held were made earlier and more preliminary advertising could be done.

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